D Dis 298/55

C. G. F. 7]

GOVERNMENT OF COORG

.... File No........................

Serial No......................

195

( )

Month and Year of Record..............................195

Education:

SUBJECT

22nd Meeting of the Central Advisory Board of Education - Action taken on the resolutions.

Previous References	Later References
R. Dis 245/53 D Dis 443/54	D Dis 438/55

WD—476—CGP—4,000—12-11-55.

D.Dis 298/55.

Agenda for the 22nd Meeting of the Central Advisory Board of Education, New Delhi.

....

P.U.C. Letter No.F.4-15/54.D.I., dated the 15th Sept.,54 from the Government of India, Ministry of Education

The Government of India have proposed to hold the 22nd meeting of the Central Advisory Board of Education early in January, 1955 and have asked whether this Government has any subjects for discussion at this meeting. They have stated that the subjects must be important subjects which have not been considered by the Board during recent years. They have also requested to forward an explanatory memorandum on the subjects proposed by us along with the subjects proposed for discussion so as to reach them not later than the 11th October, 1954.

So far as the office is aware, there are no subjects of any outstanding importance to place before the Board. If, necessary, the S.E.O., Coorg & the Principal, Govt College may be consulted in the matter. Endorsement put up on the PUC.

OFFICE OF THE
MINISTER FOR LAW AND ORDER,
COORG.
No. 3249 Date 23.9.54

DSR
21.9.54

HPV
22.9.54

Cli. Secy

M/L.O

24.9.54

BW
25/9.

P.U.C. Letter No.1643, dated the 30th September,1954 from the Principal Government College, Mercara.

(W)

Please see paras 1 to 4 above and the Govt. of India letter kept below.

The Principal, Govt. College, Mercara has reported that he has no particular subjects to be placed at the next meeting of the Central Advisory Board of Education, New Delhi to be held in January, in January, 1955.

Although the S.E.O., Coorg was asked to report as to whether he has any subjects for discussion at this meeting so as to reach this office by the 30th Sept., 1954, he has not yet reported. As a reply to the Govt. of India is due by the 11th October, 1954, it is for orders whether the Govt. of India may be informed that this State has no subjects to place before the next meeting of the C.A.B. Subject to approval, a draft letter is submitted for consideration. (As far as the office is aware, there is no subject of any importance that we could put before the C.A.B. for discussion).

(From para 5 of [illegible])

W.A.R.
5.10.54.

5.10.54

No. 3645 9.x.

Ch. Secy

Yes

12/10

Issued
13-10-54

Resubmitted. Please see para 7 above. The S.E.O., Coorg has since reported that he has no subjects to place at the next meeting of the C.A.B. Since we have already informed the Govt of India to this effect, no further action is necessary. The P.U.C. may be filed with P.R.

W.A.R.
13-10-54.

Yes
14.10.54

Central Advisory Board of Education - Agenda etc. for the 22nd Meeting to be held at New Delhi from the 12th to 14th January, 1955.

P.U.C. I

Letter No.F.4-15/54-D.I., dated the 28th December, 1954 from the Government of India, Ministry of Education, New Delhi.

....

Kept below in the file.

The Government of India have forwarded 2 sets of Agenda, list of members of the Board, Memoranda on the various items of the Agenda, Agenda of the meetings of the Standing Committee and the list of members of the Standing Committee, in connection with the 22nd Meeting of the Central Advisory Board of Education to be held at New Delhi from the 12th to 14th January, 1955, with the request that these papers may be handed over to our representative attending the meeting. It has also been stated that the Minister for Education will be at home to the delegates of the Meeting at 4.30 PM on 12-1-1955 at the Rashtrapati Bhawan.

The Minister for Law and Order Coorg is the representative of this State on the Central Advisory Board of Education and it is for orders whether the Minister for Law and Order would like to attend the meeting.

P.U.C. II

The Govt. of India have also forwarded a statement showing the accommodation allotted to the members and representatives of the Board on the basis of intimations received from them. There is however no allotment of accommodation for any one from Coorg and therefore no action is necessary on this Ltr.

If the Minister for Law and Order is not attending the Meeting, the papers may be filed and the proceedings of the meeting awaited. Submitted for orders.

(from para 12)

W.S.R.
4.1.55.

4.1.55.

For Orders as to whether M.L.O would be attending the meeting.

5/1/55

M (L & O)

NO
5/1/55

P.U.C.

Notification No.F.4-8/54-D.I(Part II), dated the 4th January, 1955 from the Government of India, Ministry of Education.

The Government of India have forwarded a copy of their notification renominating Shri. E.W.Aryanayakam and Shri. Justice Teja Singh as members of the Central Advisory Board of Education for a period of three years with effect from the 18th August, 1954 and 20th November, 1954 respectively. The Government of India in the same notification have nominated Shri. T.S.Avinashilingam Chettiar, M.P. as a member of the Central ADvisory Board of Education for a period of three years with effect from the 16th December, 1954.

The notification may be filed with the previous papers after perusal by Government. The list of other members of the Central Advisory Board of Education is at pages 27 to 29 of the file kept below.

(E)

U.S.R.
7.1.1955.

8.1.55

For perusal

13/1/55

3/2/55

9.2.55

~~M.L.O~~

~~C.M~~

Notification No. F.4-8/54-D.1.(Part II) of the Govt. of India, Ministry of Education.

P.U.C.

This is a notification nominating Shrimathi Lila Majumdar as a member of the Central Advisory Board of Education for a period of

3 years w.e.f. 9.2.1955.

Reg Ⓔ

The list of other members is at pages 27 to 29 of the file. The P.U.C may be filed with the previous papers after perusal by you..

(from para 21)

W.D.R.
5.3.1955.

JHr
6.3.55

Ch-Key

15/8/55

11/4

M.L.O

Draft proceedings of the 22nd Meeting of the Central Advisory Board of Education held at New Delhi in January, 1955.

....

P.U.C.

Letter No.F.3-1/55-D.I., dated the 7th March, 1955 from the Government of India, Ministry of Education, New Delhi.

The Government of India have forwarded a copy of the draft proceedings of the 22nd meeting of the Central Advisory Board of Education held at New Delhi in January, 1955 and have requested to confirm the proceedings. They have also requested us to offer our comments, if any, so as to reach them by the 20th March, 1955.

So far as this State is concerned, no representative of this State attended this meeting and therefore we have no comments to offer on the draft proceedings. We may therefore await the confirmed copy of the proceedings to take further action on the recommendations of the Board.

In the mean-while, if approved, the Government of India will be informed that this Government have no comments to offer on the proceedings. Subject to approval, a draft letter is submitted for consideration. (The main file is submitted in another connection with the nomination of a member for this Board).

The draft submitted is for consideration.

W.S.R.
15-3-55

Hm
15-3-55

For perusal.
~~[illegible]~~ Draft for approval
AS
15-3-55

Dy-Secy

Kin
17/3

H.L.D.

Issued
19.3.55

P.U.C.

Letter No.F.3-1/55-D.1, dated the 29th June, 1955 from the Government of India, Ministry of Education, New Delhi.

The Government of India, Ministry of Education, have forwarded a copy of the proceedings of the 22nd meeting of the Central Advisory Board of Education held at New Delhi in January, 1955 for taking necessary action on the various recommendations passed by the Board and to intimate them the action taken ~~on them~~ thereon.

The Govt. of India have said that information on the action taken on the recommendations of the Board from time to time have not been communicated to the Government of India in time with the result that these particulars have not been included in the memoranda placed before the Board and have, therefore, requested that full and complete information on the action taken by the ~~Board~~ State Govt. should be communicated to them in November each year.

In the first instance, the proceedings will be forwarded to the SEO, Coorg for remarks and on receipt of his report, detailed notes will be submitted and orders obtained on each item. Submitted for orders.

WSR 6/7/55

([illegible])

5.7.55

Para 31

Coorg be asked

LP 7/7/55

Vau 8/7

~~P.U.C.~~

Resubmitted.

Draft put up on this P.U.C.

WSR 8/7/55

Issue. Please open a D.Dis file for this

9.7.55

P.uc Letter No.4678/55, dated the 27th July, 1955 from the State Educational Officer, Coorg.

31/15(A) P. ... 55

(T)

Please see notes at paras 29 to 33 ~~of~~ in the pre-page and the copy of the proceedings of the 22nd meeting of the Central Advisory Board of Education held at New Delhi in January, 1955, with reference to the agenda at page 15 of the file.

36 P.uc

The SEO, Coorg has sent up his remarks on the various recommendations of the ~~meeting~~ Board and they are discussed below seriatim -

37

Items I and II do not call for any action as they relate to the opening speech of the Chairman (Union Minister for Education) welcoming the members and appreciating the services of the out-going members, and the adoption of the proceedings of the previous meetings of the Board.

Item III (a)(i) - The Board approved of the report of the Progress of Educational Development Plans implemented by the Government of India. This does not require any action by this Government.

37

Item III (a)(ii)- This item relates to the Report on the Five Year Plan of Educational Development in Basic, Secondary and Social Education. The Board has observed that several States had not supplied figures of the amounts actually utilised by them under different schemes and desired that such figures for 1953-54 should be furnished along with the Progress Reports as early as practicable.

15

The SEO has reported that figures have already been furnished. It is understood that we have been submitting to the Government of India half yearly Progress Reports on the Educational Development Plans every March and September and in every report the figures relating to the expenditure incurred on the various schemes are being noted therein. The same procedure will be continued and therefore no further action is called for on this item.

PTO.

Item III(b)(i) - This item~~s~~ relates to the consideration of the Report on the progress of the Educational Development Plans implemented by the State Governments - The Board observed that the reports of the various State Governments do not conform to any particular pattern and have desired that all the reports should indicate the progress on all important items ~~as may be desired~~ to be indicated as such by the Government of India. 41

The State Educational Officer, Coorg has stated that the observation of the Board is noted for future guidance. No further action is called for in this matter and care will be taken to furnish the report in its proper form. 42

The Board further decided to draw the attention of the Planning Commission to the need of making suitable provision for raising the salary scales of teachers at all levels in the next Five Year Plan. 43

So far as Coorg is concerned, the Govt. is of the opinion that the scales of pay now allowed here are quite adequate and ~~that~~ therefore there seems to be no necessity at present to go into this question ~~in any more detail~~. We have also received a ~~mayxaxxitxfurther~~ communication, ~~ifxany~~ from the Planning Commission in this matter and ~~in~~ in reply, they were told that there is no need to revise the scales of pay of teachers in Coorg. Perhaps the existing scales of pay of teachers may be communicated to the Govt. of India. 44

Item III(b)(ii): This is about the consideration of the Report on the progress of education of the Scheduled Castes and Scheduled Tribes in various States with particular reference to the educational development schemes under Article 275 of the Constitution and Welfare of the Tribal People in Part 'C' States. 45

The Board has observed that ~~some~~ Government~~s~~ of India grants for the development ~~of~~ schemes for the benefit of these tribal classes have been utilised by some State Governments for constructing exclusive hostels 46 for the tribal ~~pupils~~ and backward class pupils. The Board have recommended that instead of seggregating these pupils in separate hostels, steps should be taken to reserve seats for them in the general hostels and if necessary to build annexures to such hostels for the purpose.

The SEO has reported that the grants from the Government of India for the development of SC and ST ~~classes~~ in Coorg have not been utilised for building exclusive hostels for these pupils. These pupils are being freely admitted into the general hostels.

Not only free and unrestricted admission is ensured for all pupils irrespective of caste or creed into the various Government hostels in Coorg, but also we are ~~also~~ giving boarding grants to the SC and ST students who prefer to reside in such hostels. As seats are available in the hostels, there seems to be no necessity to reserve any seats exclusively for the ST and SC pupils in any of the Govt. hostels in Coorg. If approved, the Government of India will be informed accordingly. and the SEO asked to issue instructions to the Headmasters to admit SC & ST pupils when they seek admission into the hostels.

Item III(c) - This relates to the Report on the activities and publications of the Central Bureau of Education. This does not concern us and therefore no action is called for.

Item III (d) - The Board considered the Report on Audio-Visual Education in India. No remarks are made on this item.

Item III(e) - This is about the Report on Technical Education in India. No action is called for by this Govt.

Item III(f) This is about the grant of scholarships to the SC, ST and other Backward classes by the Government of India and the recommendation of the Board on this subject is intended for the Government of India.

Item III(g) This is about Government of India's Overseas Scholarship Scheme. No observation is made on this.

Item III(h) This is about the Report on the Cultural Scholarships Scheme. The Board has suggested that a request be made to all the Vice-Chancellors to extend all possible opportunities to foreign scholars to participate in the social and cultural life around them and to help them feel at home during their stay in this country.

The SEO has said that this does not pertain to ~~this~~ the State. But so far as Coorg is concerned, ~~it the chances are most many~~ it is very rare that foreign students come to stay here for ~~any~~ participation in the social and cultural ~~life~~ activities. In case, any foreign scholars should come here, the Government of India may be assured that this Government would do all ~~this~~ that is necessary to make their stay as happy as possible.

Item III(j) This is about the consideration of the Report on the Government of India Scheme for the award of scholarships to foreign students for training in Cottage Industries and other vocational subjects. This Government has nothing do ~~this~~ in this respect.

Item III(k) - This about the Report on the Rehabilitation ~~and~~ of students and teachers displaced from Pakistan. The Board has suggested the drawing up of a long term scheme for this purpose and to raise the retiring age of the displaced teachers to 60 years.

So far as Coorg is concerned, we are not confronted with this problem, as there are no displaced students or teachers from Pakistan in Coorg.

Item III(l) - The Board considered the Report on the development of Basic (Primary and Middle) Education and suggested that in future the State Governments should send their progress reports in the proforma prescribed for this purpose by the Government of India.

This is being followed in Coorg and therefore no further action is called for on this recommendation.

Item III(m) to Item III(t) - The Board considered the various reports such as the Reports on the Education of the Handicapped, On the Work of the Indian National Commission for Co-operation with Unesco, Work of the Department of Archaeology, the Work of the Departments of Anthropology, Department of Archives, National Library, Calcutta etc. ~~and~~ ~~xxxx~~ but has not offered any suggestions on them. Therefore, no action is called for on these items.

Item IV (i) - This relates to the action taken by the Government of India and the various State Governments on the recommendations of the Board adopted at its 20th meeting. The Board has observed that the information supplied by many States in this matter was inadequate and therefore has suggested that in future adequate information should be supplied in time.

This Government has taken prompt action in furnishing the information and we will continue to furnish adequate information in time in future also.

The Board has once again reiterated its recommendation to institute Merit Scholarships in Public Schools where so far the State Governments have not instituted any. The SEO has said that Merit-Scholarships may be provided in Public Sc This question has been examined in all its aspects and this Government has finally decided not to institute any Merit scholarships in Public Schools as we have no Public Schools in Coorg and as it is very rare that students of this State go out to study in Public Schools else-where. There are no fresh grounds to reconsider this decision and the Government of India may be informed accordingly.

The Board has drawn the attention of the Government of India on two other points raised at the 20th meeting about the provision for universal, free and compulsory education and about allowing the regional language of the examinees as the medium for the competitive examinations for children of 12 and below seeking entrance into the schools for Armed Forces. This Government is not concerned with these ~~points~~ recommendations.

Item IV(ii) - The Board considered the report on the action taken on the Secondary Education Commission Report and has suggested that adequate information on this subject may be furnished by the State Governments in time.

The SEO has said that this suggestion has been noted for future action.

In pursuance of the recommendations of the Secondary Education Commission, the following schemes have been adopted for Coorg under the Five Year Plan of Educational Development and the Government of India have been furnished with all the relevant reports on these. In future also, prompt action will be taken in the ~~xx~~ matter of furnishing information.

(i) Establishment of two Multi-purposes Schools with five courses.

(ii) Improvement of Science Teaching in Schools.

(iii) Improvement of Teaching in Schools.

(iv) Improvement of School Libraries.

(v) Introduction of one additional craft in Middle Schools.

(vi) Publication of Bulletins.

Therefore no futher action is called for on this recommendation and the Government of India will be nformed of the action taken in this matter.

The Board further recommended that next year,
rants to ACC should be paid earlier so that camps 10
ight be held from September to December and also
uggested the organisation of scouting, NCC and other
xtra-curricular activities as measures to improve
he discipline of students.

The SEO has simply stated that the suggestion is 11
ted.

As regards the holding of ACC camps between September
December, it may not always be practicable in Coorg due
the monsoon which extends right upto the middle or
rd week of October. There is another handicap. The 12
minal examination is generally held in September-
ober and again in December, The Final examination
l be conducted in March-April. Any long absence of
teachers in camp will adversely affect the academic
ies of the pupils and the ~~general~~ feeling today

in some quarters is that on account of extra curricular activities, attention is not paid to the academical side of the education of the youth to the extent required. It is therefore suggested that in future, the camps for ACC, Social Work, NCC Camp etc. should only be conducted after the final examination and before the commencement of the next academic year i.e. between April and June. The weather will also be favourable during this period and all concerned will have leisure from academic work, We may even suggest to the Government of India that Educational conferences and seminars should also be held ~~xk~~ during such period of the year so as to avoid dislocation of work in the schools.

It may however be submitted here that there is no delay in sanctioning grants for ACC or NCC camps in Coorg.

In regard to the organisation of extra-curricular activities in Coorg as suggested by the Government of India, most of the activities have been in vogue and the connected file on this subject has been submitted to Government with the reports of the SEO and the Principal. The Govt. of India may be told that suitable action is being taken for the organisation of extra curricular activities in the schools of this State.

Item V and VI - The Board has suggested that the attention of the Universities should be invited to the report of the Conference of University teachers of Economics and History regarding the teaching of these subjects in the Universities.

There ~~xxx~~ is no University~~xx~~ in Coorg and if any action should be taken to implement the suggestion for the teaching of history and economics in our college~~x~~ at Mercara, the Principal will do it on receipt of instructions from the University of Madras to which our college is affiliated. Therefore we need not take any action in this matter for the present. We may await further communication. If, however, it is considered necessary, the remarks of the Principal will be invited on the~~x~~ suggestion of the Board. Submitted for orders.

Item VII - This relates to the proposal of introducing Basic Education in Anglo-Indian and Convent schools and similar other institutions. The Board decided to refer this matter in the first instance to the Anglo-Indian Board and the Indian Public Schools Conference for comments.

We have no such schools except the Girls' High Schools at Mercara and Virajpet run by the Missionaries. We may await further communication in this matter to take necessary action, if any.

Item VIII - This is about the desirability of prescribing ~~minimum~~ maximum qualifications and maximum age limits for entry into different grades of Government services so as to check the tendency to drift into colleges and Universities for the sake of securing jobs.

The Board postponed the consideration of this subject. No action is therefore necessary on this at present

Item IX - The Board recorded ~~the~~ its appreciation of the report of the International Team ~~of~~ on teachers and curricula in Secondary Schools. No action is called for on this item.

Item X - This is about the desirability of establishing ~~x~~ parity of standard in schools in the different States. The Board after discussing this item at length has ~~resolved~~ arrived at the following conclusions -

(a) The degree course should be of three years and 17+ should be the minimum age for entry into Universities.

(b) The end of Secondary Education at 17+ should mark a terminal stage in education and prepare students for life. It should also be of a standard which would enable them to participate with profit in a three year Degree course.

(c) The Government of India be requested to appoint a Committee to draw up an integrated syllabus for the School Final Examination to achieve the above objective.

(d)

(d) The last class in the Secondary stage should be called the 11th class and may be reached after schooling of not less than 10 years, the actual duration of the school system in the various States to be determined by the State Governments concerned.

The Board was also of the opinion that for the implementation of these recommendations, it is necessary that financial assistance in a liberal measure should be provided by the Central and State Governments.

The SEO has reported that all the recommendations (a) to (d) are accepted. His remarks xxxxxxxxxxx are vague and the position in Coorg has not been explained.

Recommendation (a) referred to ~~over-leaf~~ on the pre-page is based on the Report of the Secondary Education Commission which has been accepted by the Government of India. At present, the Degree Coursex extends over a period of four years and the schooling over a period of 10 years in Coorg. As our College is affiliated to the University of Madras, we will have to follow the regulations of Madras University and naturally when they adopt this recommendation we will fall in line with them. Therefore we need not take any action in this matter at present. The minimum age for entry into Degree Course has been proposed to be fixed at 17 years and above. This may be disadvantageous to some of our students in view of the fact that children are sent to school at a very tender age.i.e. as soon as they are able to talk or walk the distance to the school This hxx awakening has spread into the villages also as could be seen from the increasing number of feeder schools all over the State. According to the regulations in force, the minimum age for admission into a school is 5 years and the minimum age for admission into a College is 15 years. If the period of school course is raised by one more year, the minimum age for college course has to be fixed at 16 according to the regulations in force. If it is to be fixed at 17 and above, some of our students may have to wait for a year to enter into the College. But this recommendation having been recommended by Educational Experts after examining all aspects of

Education, perhaps we may agree to the suggestion if the Government of Madras accepts this recommendation because ~~akkxmmrxHighxSchools xxexxffikk~~, the SSLC Examination is conducted by the Madras Education Department. We may, however, agree to the recommendation in principle and inform the Government of India accordingly.

Recommendation (b) is also based on the report of the Secondary Education Commission and we have arranged for converting the two High Schools at Mercara and Ponnampet into Multi-purposes High Schools with a view to ~~kmxmxmmk skmdsmkxxkmx~~ impart training to ~~xmxbkx~~ prepare the students ~~to~~ ~~fitxim~~ to face life. This schooling also prepares the students to take up degree courses also. If approved, the Government of India will be informed of this.

Recommendation (c) relates to the setting up of a Committee to draw up syallabus for the School Final Examination so that ~~xmxmmifmxm~~ a common syallabus may be followed in all the States. ~~Thisxix~~ This Government need not therefore take any action on this recommendation.

Recommendation (d) is to term the last class in the Secondary stage as the 11th class. There seems to be no objection to do this. The duration of the schooling in Coorg is 11 years at present. Five years in the Primary Section, 3 years in Middle School Section and 3 years in High School section thus there is more than the minimum of 10 years schooling before reaching the 11th class to take the final examination of the School Course. Therefore no further action is called for on this recommendation. If approved, the Government of India will be informed accordingly.

Item XI - This is about setting up an Expert Committee by the Government of India to ~~xmmsidmxxkhmxdmsirmbikkkx~~ formulate an integrated syallbus for the Secondary stage as a whole and another for the Pre-University class. No action is called for on this by this Government.

Education, perhaps we may agree to the suggestion if the Government of Madras accepts this recommendation because ~~all our High Schools are affili~~, the SSLC Examination is conducted by the Madras Education Department. We may, however, agree to the recommendation in principle and inform the Government of India accordingly.

Recommendation (b) is also based on the report of the Secondary Education Commission and we have arranged for converting the two High Schools at Mercara and Ponnampet into Multi-purposes High Schools with a view to ~~turn out students to~~ impart training to ~~enable~~ prepare the students ~~be fit in~~ to face life. This schooling also prepares the students to take up degree courses also. If approved, the Government of India will be informed of this.

Recommendation (c) relates to the setting up of a Committee to draw up syallabus for the School Final Examination so that ~~an uniform~~ a common syallabus may be followed in all the States. ~~This is~~ This Government need not therefore take any action on this recommendation.

Recommendation (d) is to term the last class in the Secondary stage as the 11th class. There seems to be no objection to do this. The duration of the schooling in Coorg is 11 years at present. Five years in the Primary Section, 3 years in Middle School Section and 3 years in High School section thus there is more than the minimum of 10 years schooling before reaching the 11th class to take the final examination of the School Course. Therefore no further action is called for on this recommendation. If approved, the Government of India will be informed accordingly.

Item XI - This is about setting up an Expert Committee by the Government of India to ~~consider the desirability~~ formulate an integrated syallbus for the Secondary stage as a whole and another for the Pre-University class. No action is called for on this by this Government.

(d) The last class in the Secondary stage should be called the 11th class and may be reached after schooling of not less than 10 years, the actual duration of the school system in the various States to be determined by the State Governments concerned.

The Board was also of the opinion that for the implementation of these recommendations, it is necessary that financial assistance in a liberal measure should be provided by the Central and State Governments.

The SEO has reported that all the recommendations (a) to (d) are accepted. His remarks ~~are not clear~~ are vague and the position in Coorg has not been explained.

Recommendation (a) referred to ~~over leaf~~ on the pre-page is based on the Report of the Secondary Education Commission which has been accepted by the Government of India. At present, the Degree Course~~s~~ extends over a period of four years and the schooling over a period of 10 years in Coorg. As our College is affiliated to the University of Madras, we will have to follow the regulations of Madras University and naturally when they adopt this recommendation we will fall in line with them. Therefore, we need not take any action in this matter at present. The minimum age for entry into Degree Course has been proposed to be fixed at 17 years and above. This may be disadvantageous to some of our students in view of the fact that children are sent to school at a very tender age.i.e. as soon as they are able to talk or walk the distance to the school. This ~~has~~ awakening has spread into the villages also as could be seen from the increasing number of feeder schools all over the State. According to the regulations in force, the minimum age for admission into a school is 5 years and the minimum age for admission into a College is 15 years. If the period of school course is raised by one more year, the minimum age for college course has to be fixed at 16 according to the regulations in force. If it is to be fixed at 17 and above, some of our students may have to wait for a year to enter into the College. But this recommendation having been recommended by

Item XII - This is about setting up another Committee to consider the desirability of inclusion of Gandhian Philosophy and Ways of life in the curricula of High Schools and at University stages and ~~mak~~ make suitable recommendations, towards this end.

91 The recommendations may be awaited for implementation. In the mean-time, there is no action to be taken in this matter.

92 Item XIII - This is another item authorising the Chairman of the Board to establish a separate Advisory Committee on Basic Education as a Standing Committee of the Central Advisory Board of Education.

No action is called for on this resolution.

93 Item XIV - The Board left it to the Chairman to fix the date and venue of the next meeting of the Board.

No action is called for.

94 Since the Government of India have called for a report on the action taken on the recommendations of the Board enumerated above, we may perhaps inform them of the action taken as discussed above. Submitted for orders.

(from para 85)

WSR.
30/7/55

1.8.55

~~Ch. Secy~~

95 For perusal.
G. of I. may be informed as above.

3/8/55

96

~~M.L.O.~~

9.8.55

~~E.M~~

~~C.C~~

13/8

P.T.O.

Reference orders in the pre-page.

Resubmitted with a draft letter. Copies of this letter may be sent to S.E.O., Principal and S.O.E. for information and guidance. 11

WR
29.8.55

Hv
25/8/55

Draft for u/c

Chikery
11

26/8/55

Ys 111

~~H.L.O~~

KM
31/8/55

Issued
2.9.1955

Letter No. F. 3-1/55-D.1, dated 24.9.55 from the Govt of India, Ministry of Education. P.UC

Please see Govt of India letter p. 53 of (A) forwarding the proceedings of the 22nd meeting of the Central Advisory Board of Education and asking us to take action on the recommendations. 102

It is now stated that in para 2 of that letter, the first sentence should be amended to read as "All recommendations of the Board excepting item III (e) and III (k) (para 2) have been accepted by the Govt of India in principle". 101

Reference orders in the pre-page.

Resubmitted with a draft letter. Copies of this letter may be sent to SEO., Principal and S.O.E. for information and guidance. 1/

WR
29.8.55

HR
25/8/55

Draft for appl

26/8/55

Yes 1/11

Kul
31/8/55

Issued
2.9.1955

Letter No. F.3-1/55-D.1., dated 22.1.55. P.UC
from the Govt of India, Ministry of Education

Please see Govt of India letter P. 53 at (A) forwarding the proceedings of the 22nd meeting of the Central Advisory Board of Education and asking us to take action on the recommendations. 107

It is now stated that in para 2 of that letter, the first sentence should be amended to read as "All recommendations of the Board excepting item III (e) and III (k) (para 2) have been accepted by the Govt of India in principle". 101

Reference orders in the pre-page.

Resubmitted with a draft letter. Copies of this letter may be sent to SEO, Principal and S.O.E. for information and guidance. 11

WDR
24.8.55

HN
25/8/55

Draft for a/pl

KP
26/8/55

KM
31/8/55

Issued
2.9.1955

Letter No. F. 3-1/55-D. 1, dated 24.9.55 from the Govt of India, Ministry of Education. P.U.C.

Please see Govt of India letter P. 55 at (A) forwarding the proceedings of the 22nd meeting of the Central Advisory Board of Education and asking us to take action on the recommendations. 100

It is now stated that in para 2 of that letter, the first sentence should be amended to read as "All recommendations of the Board excepting items III (e) and III (k) (para 2) have been accepted by the Govt of India in principle". 101

P. 69 at (a)

102

Para 2 of item III (k) relates to the age of retirement of teachers particularly refugee teachers. In reply to this recommendation, we have stated that this Govt. is not confronted with the Refugee problem. Thus, no action is called for on this reference which may be filed with the connected papers after perusal. The original letter is corrected accordingly.

MSR
30/IX/55. (from para 100)

Hor
30.9.55

Chy

103 will be filed.

4/10/55

P. 41-C.

Notification No.F.4-8/54-D.I(Pt.II), dated the 10th October, 1955, from the Government of India, Ministry of Education, New Delhi.

[illegible] (k)

Please see the list of members of the Central Advisory Board of Education at page 27 of the file kept below.

103

The Government of India have now notified that Shrimati Mona Hensman and Shri. R.C.Gupta have been re-elected by the Rajya Sabha as members of the Central Advisory Board of Education for a further period of three years from the 19th September, 1955.

The G of I have also notified that Dr.B.P.Pal has been re-nominated by the Indian Council of Agricultural Education as their representative on the C.A.B. of Education for a period of 3 years from the 7th August, 1955.

[illegible]

All the three members notified now are old members of the Central Advisory Board of Education vide Sl.Nos. 18, 19 and 27 of the list at pages 27 and 29 of the file kept below. 107 (K)

The notification may be filed after ~~perusal.~~ sending a copy to the S.E.O & S.O.E., Coorg for information. 108

WSR
14-x-55

(from para 102)

HPR
14-10-55

~~Ch. Secy~~

20/10/55

OFFICE OF THE
MINISTER FOR LAW AND ORDER,
COORG.
No. 576 Date 24/10/55

M.L.O

C.C

1/11

109

8/11

Resubmitted with an endorsement on the P.u.c. 110

WSR
4-xi-55

Notification No.F.4-8/54-D.1(Pt.II), dated the 2nd November, 1955 from the Govt. of India, Ministry of Education, New Delhi. P.u.c. I

....

Letter No.F.23-49/55-B.1, dated the 1st November, 1955 from the Government of India, Ministry of Education. P.u.c. II

.....

P.u.c. I.

The Government of India have forwarded a copy of their notification announcing the names of M.Ps elected by the Lok Sabha to serve on the Central Advisory Board of Education with effect from the 3rd October, 1955. The members elected are - Shri. Hira Vallabh Tripathi, Shri.C.P.Basappa and Shri.Frank Anthony. 111

The current list of members of the Board is at pages 27 to 29 of the file. Of the three members now elected, Shri. Vide Flag (A) 112

Para 2 of item III (k) relates to the age of retirement of teachers particularly refugee teachers. In reply to this recommendation, we have stated that this Govt. is not confronted with the Refugee problem. Thus, no action is called for on this reference which may be filed with the connected papers after perusal. The original letter is corrected accordingly.

P.69 ante (a)

102

MSR
30/ix/55. (from para 100)

HOV
30.9.55

Chy

103 May be filed.

4/10/55

P.71-72

Notification No.F.4-8/54-D.I(Pt.II), dated the 10th October, 1955, from the Government of India, Ministry of Education, New Delhi.

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104 (k)

Please see the list of members of the Central Advisory Board of Education at page 27 of the file kept below.

105

The Government of India have now notified that Shrimati Mona Hensman and Shri. R.C.Gupta have been re-elected by the Rajya Sabha as members of the Central Advisory Board of Education for a further period of three years from the 19th September, 1955.

106

The G of I have also notified that Dr.B.P.Pal has been re-nominated by the Indian Council of Agricultural Education as their representative on the C.A.B. of Education for a period of 3 years from the 7th August, 1955.

Shri.Thripathi and Basappa are fresh members and they replace Messers T.Madiah Gowda and Venkatesh Narain Tivery Shri.Frank Anthony has been re-elected.

113 A copy of the notification may be sent to the SEO, Coorg for information and the papers recorded after perusal.

PUC II.

114 The Government of India have stated that as recommended at the 22nd Meeting of the Central Advisory Board of Education, they have decided that instead of segregating the SC and ST pupils in separate hostels, steps should be taken to reserve seats for them in the general hostels and, if necessary, build annexures to such hostels for the purpose. The Government of India have requested that necessary action may be taken to give effect to this decision.

Page 38 of the [illegible] (R)

115 This question has been examined by this Government when the proceedings of the 22nd meeting of the CAB was setn to us for remarks. We have said that as xxx the general hostels in Coorg are open to all classes of pupils irrespective of caste or creed and as seats are available in these hostels for any SC and ST pupils, it is not necessary to reserve any seats exclusively for them nor is it desirable to do so. Besidesx this, the SEO, Coorg has been requested to direct all the Headmasters of High Schools to admit SC and ST pupils into the hostels of their respective schools when they come to seek admission into the hostels.

116 In the circumstances, no further action seems to be necessary on the PUC. The Government of India may, perhapsx be informed of the action taken by this Government in this matter, again. Submitted for orders.

(from para 111.

W.S.R.
7.XI.1955.

7.11.55

117

For perusal.

Govt. of India will be informed as at para 116.

118

14/11/55

~~M. L. O~~

119 ~~C. C.~~

Yes

18/12

20/12

Resubmitted with an endorsement on ~~the~~ PUC I with reference to P.U.C. II and a draft letter to the Govt. of India for approval.

120

21.12.1955.

21.12.55

26/12

Chitty

Proceedings of the 22nd Meeting of the Central Advisory Board of Education held at New Delhi in January, 1955.

....

P.M.

Letter No.D.5869/55-D.1, dated the 28th November,55 from the Government of India, Ministry of Education.

The Government of India, Ministry of Education, have forwarded three printed copies of the ~~Printed~~ proceedings of the 22nd meeting of the Central Advisory Board of Education, held at New Delhi in January, 1955 for our information.

We have already taken action on the recommendations of the meeting and the printed copies are now sent for record. One copy may be sent to the SEO for record in his office, the second may be retained in the MLO's office for reference and the third kept in the records for reference in the office.

The PUC and a printed copy of the proceedings are submitted for perusal. The connected file has been submitted to Govt. in another connection.

W.A.R.
7.12.55

7.12.55

1.12.55

CA

Vu
20/12

22/12

M.O.

C-C

R[illegible]

[illegible]

23.12.55

D. Dis. 298/55

COORG GOVERNMENT SECRETARIAT
D. Dis. 298/55
21 SEP 1954
1323

IMMEDIATE

No.F.4-15/54.D.I.
Government of India,
Ministry of Education,
New Delhi, the 15 September, 1954.

From
The Secretary to the Government of India.

To
1. All State Governments (A,B,C & D)
2. Secretary, Inter University Board,
   Roop Nagar, Indar Villa,
   Delhi.
3. Secretary, All India Council for Technical Education,
   New Delhi. (T.2 Section).
4. Secretary, Indian Council for Agricultural Education,
   Mansingh Road, New Delhi.

Subject:- 22nd Annual Meeting of the Central Advisory Board of Education - Agenda & Memoranda.

Sir,

I am directed to say that it is proposed to hold the 22nd Annual Meeting of the Central Advisory Board of Education early in January, 1955. I am to request you to suggest suitable items, which you wish to be placed on the Agenda of the Meeting for consideration by the Board by the 11th October, 1954 at the latest. It would however be necessary to select such of the items for inclusion in the Agenda, as demand priority for consideration. I would, therefore, suggest that only important subjects, which have not been considered by the Board during recent years, are suggested for consideration at the Meeting. I am also to request you to send simultaneously an explanatory Memorandum on each item suggested by you.

Yours faithfully,

(SOHAN SINGH)
for Secretary.

No.A.6. 10738 Mercara, the 28th Sept., 1954.

'AHUJA' Copy forwarded to the S.E.O., Coorg Principal, Govt. College for remarks by the 30th September, 1954.

O/C

Chief Secretary.
WAR

Government College, Mercara, Coorg,
Dated the 30th September 1954.

No. 1643. **Most Immediate**

COORG GOVERNMENT SECRETARIAT
1-OCT 1954
7815

The Chief Secretary to the Government of Coorg.

Sub: 22nd Annual Meeting of the Central Advisory Board of Education
Agenda and Memoranda.

Ⓦ

Sir,

Please refer to your endorsement No.A.6.10738 dated the 28th September 1954, on the subject mentioned above.

2. I have no particular subjects to be placed in the agenda.

Yours faithfully,

Principal.

GOVERNMENT OF COORG.
CHIEF SECRETARIAT.

No.A.6. 11722
D.Dis. /54.

Mercara, the 13th Oct.,1954.

To - The Secretary to the Government of India,
Ministry of Education, New Delhi.

Subject:- Twenty second ~~xxxxxxxxxx~~ meeting of the Central Advisory ~~Advisory~~ Board of Education to be held in January, 1955 - Agenda and Memoranda.

....

Sir,

I am directed to refer to your Ministry's letter No. F.4-15/54.D.I., dated the 15th September, 1954 and to state that there ~~is~~ are no subjects ~~that~~ which this Government desire to place before the 22nd meeting of the Central Advisory Board of Education to be held in January, 1955.

Vide fl(9)(W)

Yours faithfully,

Chief Secretary.

WSR
5/x/54

5.10.54.

MOST IMMEDIATE. 7 -
R. C. Dis. No. 8695/54

Office of the ~~District~~ State Educational Officer,
Coorg, Mercara.

Dated 6th October 1954.

From

The ~~District~~ State Educational Officer, Coorg,
MERCARA.

COORG GOVERNMENT SECRETARIAT
8 - OCT 1954
8027

The Chief Secretary to the Government of Coorg,
MERCARA.

Sir,

Subject— 22ND ANNUAL MEETING OF THE CENTRAL ADVISORY BOARD OF EDUCATION - AGENDA AND MEMORANDA.

Reference— ....

With reference to your endorsement No. A. 6. 10738 dated the 28th September 1954 on the subject mentioned above I have to state that there is no subject to be placed on the agenda.

Yours faithfully,

5/10

State Educational Officer,
Coorg, Mercara.

6.X.54

13 JA 1955
[illegible] CHIEF SECRETARY [illegible]
1165

-9-

F.4-16/54-D.I.
Government of India.
Ministry of Education.

New Delhi, dated 30th December, 1954.

From

The Secretary to the Government of India,

To

1. All Members of the Central Advisory Board of Education.
2. All State Governments.
3. All Directors of Public Instruction.

Subject:- 22nd Annual Meeting of the Central Advisory Board of Education - Reservation of accommodation.

....

Sir,

I am directed to forward herewith a statement giving the details of the allotment of accommodation for the members of the Central Advisory Board of Education and other representatives of the State Governments, prepared on the basis of the intimations received from the members and States concerned. Those allotted accommodation in Constitution House are requested to contact the Resident Inspectress on their arrival. Others are requested to go direct to their respective accommodation at Kotah House or Western Court. I am to request the State Governments to inform their representatives accordingly. In addition to the reservations made as per attached list some additional reservations are still available in all of the three places mentioned above for members and other State's representatives requiring accommodation, pending receipt of their final requirements. They are requested to select any of the Hostels and go there direct on arrival here under intimation to this Ministry.

Yours faithfully,
Rom[illegible]
for Secretary 30/12/54

'JELLY'

REQUIREMENT OF ACCOMMODATION BY THE MEMBERS OF THE CENTRAL ADVISORY BOARD OF EDUCATION.

......

KOTAH HOUSE

1. Shri Brij Mohan Lal Sharma,
   Education Minister,
   Ajmer.

2. Shri G.S. Gaitonde,
   Education Secretary,
   Ajmer.

3. Superintendent (Ajmer Govt.)

   (2 Peons for the Minister)

4. Education Minister, Mysore.

5. Shri Monohar Singh Mehta,
   Education Minister,
   Madhya Bharat.

6. Education Minister, Madhya Pradesh.

7. Education Minister, Bhopal.

8. Education Secretary, Bhopal.

WESTERN COURT

1. Shri C.S. Ramachandran, I.C.S
   Education Secretary,
   Madras.

2. Shri Sundaravadi Velu,
   D.P.I.,
   Madras.

3. Shri J.B. Mallaradhya,
   D.P.I., Mysore.
   (from 7th to 11th January 55.)

CONSTITUTION HOUSE

1. D.P.I. Assam.

2. Shri B.M. Krishnan,
   Education Secretary, Mysore.

3. Shri D.S. Reddi,
   D.P.I. Andhra.
   (from 7th to 15th January, 1955)

4. Shri M.H. Rao,
   D.P.I. Madhya Pradesh.
   (from 8th to 15th January, 1955)

5. Shri K.P. Sinha,
   D.P.I., Bihar.

6. Shri Dwijamani Dev Sharma,
   Adviser-incharge Education,
   Manipur.

7. Shri B. Pershad, D.P.I.,
   Orissa. (from 7th to 15th January, 1955.)

8. Shri S.S. Bhandarkar,
   Director of Education, Poona.

9. Shri E.W. Aryanayakam

10. Smt. Zarina Currimbhoy

12

Registered

No.F.4-15/54-D.I.
Government of India.
Ministry of Education.

Cont
/2

New Delhi. dated 28th December, 1954.

From

The Secretary to the Government of India.

To

1. All members of the Central Advisory Board of Education.

17520

2. All State Governments.

Subject:- Central Advisory Board of Education - 22nd Annual Meeting - Agenda and Memoranda.

******

Sir.

As already intimated the 22nd Annual Meeting of the Central Advisory Board of Education will be held from 12th to 14th January, 1955. The Standing Committees of the Board will meet on 11th January, 1955 and the usual Informal Meeting of the Director of Public Instructions will be held on 10th January 1955. I am directed to forward herewith a set of papers containing the following material:-

1. Agenda of the 22nd Meeting of the Board.
2. List of members of the Board.
3. Memoranda on various items of the Agenda.
4. Agenda of the Meetings of the Standing Committees.
5. List of members of the Standing Committees.

2. The programme of the meetings will be as follows:-

Monday 10th January	11-0 A.M. to 1-0 P.M.) 2-30P.M. to 5-0 P.M.)	Informal meeting of the D.P.Is.	Central Hall Parliament House.
Tuesday 11th January	11-0 A.M. to 1-0 P.M.) 2-30P.M. to 5-0 P.M.*) *(If necessary)	Meetings of 3 Standing Committees.	Parliament - House.
Wednesday 12th January	3-0 P.M.	Inaugural address by Chairman. Business session if time permits.	Central Hall Parliament House.
Thursday 13th January	11-0 A.M. to 1-0 P.M.) 2-0 P.M. to 5-0 P.M.)	Business session	---do---
Friday 14th January	11-0 A.M. to 1-0 P.M.) 2-0 P.M. to 5-0 P.M.)	Business session	---do---

I am also to inform you that the Minister will be at Home to the Delegates of the Meeting at Rashtrapati Bhawan at 4-30 P.M. on 12th January, 1955.

(P.T.O.)

3. Accommodation for the members who have already intimated their requirements has been arranged in the Constitution House, Kotah House & Western Court. Members will however be informed separately as to where they will be put up.

( ) for State Govts. only.

4. (3 sets of papers mentioned above are being sent to Part 'A' & 'B' States and 2 sets to Part 'C' & 'D' States for use by their respective Ministers and other representatives attending the Meetings. The papers may kindly be handed-over to them immediately with the request to bring these here along with them).

Yours faithfully,

(L.C. Lobo)
for Secretary

'JOLLY'

AGENDA

CENTRAL ADVISORY BOARD OF EDUCATION IN INDIA

Twentysecond Meeting - New Delhi,
January 12th to 14th, 1955..

Pages

I. To record appreciation of the services rendered by those who have ceased to be members since the last meeting of the Board and to welcome the new members.

II. To report that the proceedings of the twentieth and twenty-first Meetings of the Central Advisory Board of Education held at New Delhi in November, 1953 and February 1954 respectively, were confirmed by circulation to members and that the copies of the approved proceedings were sent to the State Governments and Universities.

III. To consider the following reports:-

(a)(i) Report on the progress of Educational Development Plans implemented by the Government of India. Appendix A(i) — 1-8

(a)(ii) Report on the Five-Year Plan of Educational Development in Basic, Secondary and Social Education. Appendix A(ii) — 9-34

(b)(i) Report on the progress of the Educational Development Plans implemented by the State Governments. Appendix A(b)(i) — 35-49

I. (b)(ii) Report on the progress of education of the Scheduled Tribes and Scheduled Areas in various States with particular reference to the educational development schemes under Article 275 of the Constitution and Welfare of the Tribal People in Part 'C' States. Appendix A(b)(ii) — 50-67

II. (c) Report on the activities and publications of the Central Bureau of Education, including those related to educational statistics. Appendix A(c) — 68-71

(d) Report on the development of Audio-Visual education in India. Appendix A(d) — 72-79

III. (e) Report on the progress made in the field of Technical Education. Appendix A(e) — 80-103

(f) Report on the Government of India Scheme of Scholarships to Scheduled Castes, Scheduled Tribes and other Backward Classes. Appendix A(f) — 104-107

(g) Report on the Government of India's Overseas Scholarships Scheme. Appendix A(g) — 108-121

(h) Report on the Cultural Scholarships Scheme. Appendix A(h) — 122-124

(j) Report on the Government of India Scheme for the award of scholarships to foreign students for training in Cottage Industries and other vocational subjects. Appendix A(j) — 125-126

(k) Report on the work of rehabilitation of students and teachers displaced from Pakistan. Appendix A(k) — 127-132

Pages

(l) Report on the Development of Basic (Primary) and Middle Education. Appendix A(l) 133-140

(m) Report on Education of the Handicapped. Appendix A(m) 141-143

(n) Report on the work of the Indian National Commission for Cooperation with UNESCO. Appendix A(n) 144-150

(o) Report on the work of the Department of Archeology. Appendix A(o) 151-153

(p) Report on the work of the Department of Anthropology. Appendix A(p) 154-155

(q) Report on the work of the Department of Archives. Appendix A(q) 156-162

(r) Report on the work of National Library, Calcutta. Appendix A(r) 163-165

(s) Report on the work done in connection with preparation of Scientific Terminology in Hindi and propagation and development of Hindi. Appendix A(s) 166-169

(t) Report on the activities in the field of Youth Welfare. Appendix A(t) 170-177

IV. (i) To consider the reports from the Government of India and the State Governments about the action taken on the recommendations of the Board at its 20th Meeting. Appendix B(i) 178-184

IV. (ii) To consider the reports from the Government of India and the State Governments about the action taken on the recommendations of the Board at its 21st Meeting. Appendix B(ii) 185-193

V. To receive the report of the Conference of University teachers of Economics regarding teaching of Economics in the Universities. Appendix C 194-212

VI. To receive the report of the Conference of University teachers of History regarding teaching of History in the Universities. Appen. D 213-235

VII. To consider the desirability of introducing Basic Education in Anglo Indian and Convent Schools and similar other Institutions. Appendix E 236-237

VIII. To consider the desirability of prescribing maximum qualifications and maximum age limits for entry into different grades of Government services so as to check the tendency to drift into colleges and Universities for the sake of securing jobs. Appendix F 238-239

IX. To receive the Report of the International Team on Teachers and Curricula in Secondary Schools. Appendix G 240-241

X. To consider the desirability of establishing parity of standard in schools in the different States. Appendix H 242

(P.T.O.)

		Pages
XI.	To consider the question of formulating syllabuses for Higher Secondary Schools and Pre-University Class. Appendix J	243
XII.	To consider the desirability of Inclusion of Gandhian Philosophy and Ways of Life in the curricula of High Schools and University stages. Appendix. K	244-251
XIII.	To consider the desirability of establishing a separate Advisory Committee on Basic Education as a Standing Committee of the Central Advisory Board of Education. Appendix. L	252-253
XIV.	To fix the venue of the next meeting of the Board.	

* * *

AGENDA

STANDING COMMITTEES OF THE CENTRAL ADVISORY BOARD OF EDUCATION

(List of members of Standing Committees is given in the Annexure).

Twenty-second Meeting-New Delhi,
11th January, 1955.

1. BASIC AND SECONDARY EDUCATION COMMITTEE

		Pages
1. IV(i).	To consider the Reports from the Government of India and the State Governments about the action taken on the recommendations of the Board at its 20th Meeting. Appendix B(i)	178-184
(ii)	To consider the Reports from the Government of India and the State Governments about the action taken on the recommendations of the Board at its 21st Meeting. Appendix B(ii)	185-193
2. III.	To consider the following reports:	
(a)(i)	Report on the progress of Educational Development Plans implemented by the Government of India. Appendix A(i)	1-8
(a)(ii)	Report on the Five-Year Plan of Educational Development in Basic, Secondary and Social Education. Appendix A(ii)	9-34
(b)(i)	Report on the progress of the Educational Development Plans implemented by the State Governments. Appendix A(b)(i)	35-49
(b)(ii)	Report on the progress of education of the Scheduled Tribes and Scheduled Areas in various States with particular reference to the educational development schemes under Article 275 of the Constitution and Welfare of the Tribal People in Part 'C' States. Appendix A(b)(ii)	50-67
(1)	Report on the Development in Basic (Primary and Middle) Education. Appendix A(1)	133-140
3. VII.	To consider the desirability of introducing Basic Education in Anglo Indian and Convent Schools and similar other institutions. Appendix E	236-237
4. IX.	To receive the Report of the International Team on Teachers and Curricula in Secondary Schools. Appendix G	240-241
5. X.	To consider the desirability of establishing parity of standard in schools in the different States. Appendix H	242
6. XI.	To consider the question of formulating syllabuses for Higher Secondary Schools and Pre-University class. Appendix J	243
7. XIII.	To consider the desirability of establishing a separate Advisory Committee on Basic Education as a Standing Committee of the Central Advisory Board of Education. Appendix L	252-

(P.T.O.)

II. HIGHER EDUCATION COMMITTEE

			Pages
1. IV. (i)	To consider the Reports from the Government of India and the State Governments about the action taken on the recommendations of the Board at its 20th Meeting.	Appendix B(i)	178-184
(ii)	To consider the Reports from the Government of India and the State Governments about the action taken on the recommendations of the Board at its 21st Meeting.	Appendix B(ii)	185-193
2. III.	To consider the following reports:		
(a)(i)	Report on the progress of Educational Development Plans implemented by the Government of India.	Appendix A(i)	1-8
(b)(i)	Report on the progress of the Educational Development Plans implemented by the State Governments.	Appendix A(b)(i)	35-49
(b)(ii)	Report on the progress of education of the Scheduled Tribes and Scheduled Areas in various States with particular reference to the educational development schemes under Article 275 of the Constitution and Welfare of the Tribal People in Part 'C' States.	Appendix A(b)(ii)	60-67
(e)	Report on the progress made in the field of Technical Education.	Appendix A(e)	80-103
(f)	Report on the Government of India Scheme of Scholarships to Scheduled Castes, Scheduled Tribes and other Backward Classes.	Appendix A(f)	104-107
(g)	Report on the Government of India's Overseas Scholarships Scheme.	Appendix A(g)	108-121
(h)	Report on the Cultural Scholarships Scheme.	Appendix A(h)	122-124
(j)	Report on the Government of India Scheme for the award of scholarships to foreign students for training in Cottage Industries and other vocational subjects.	Appendix A(j)	125-126
V.	To receive the report of the Conference of University Teachers of Economics regarding teaching of Economics in the Universities.	App. C	194-212
VI.	To receive the report of the Conference of University Teachers of History regarding teaching of History in the Universities.	Appendix D	213-235
VIII.	To consider the desirability of prescribing maximum qualifications and maximum age limits for entry into different grades of Government services so as to check the tendency to drift into colleges and Universities for the sake of securing jobs.	Appendix F	238-239
XII.	To consider the desirability of Inclusion of Gandhian Philosophy and Ways of Life in the Curricula of High Schools and University stages.	Appendix K.	244-251

(P.T.O.)

III. GENERAL PURPOSES COMMITTEE

Pages

1.IV.(i) To consider the Reports from the Government of India and the State Governments about the action taken on the recommendations of the Board at its 20th Meeting. Appendix B(i) 178-184

(ii) To consider the Reports from the Government of India and the State Governments as to the action taken on the recommendations of the Board at its 21st Meeting. Appendix B(ii) 185-193

2.III. To consider the following reports:-

(a)(i) Report on the progress of Educational Development Plans implemented by Government of India. Appendix A(i) 1-8

(b)(i) Report on the progress of the Educational Development Plans implemented by the State Governments. Appendix A(b)(i) 35-49

(b)(ii) Report on the progress of education of the Scheduled Tribes and Scheduled Areas in various States with particular references to the educational development schemes under Article 275 of the Constitution and Welfare of the Tribal People in Part 'C' States. Appendix A(b)(ii) 50-67

(c) Report on the activities and publications of the Central Bureau of Education, including those related to educational statistics. Appendix A(c) 68-71

(d) Report on the development of Audio-Visual education in India. Appendix A(d) 72-79

(k) Report on the work of rehabilitation of students and teachers displaced from Pakistan. Appendix A(k) 127-132

(m) Report on Education of the Handicapped. Appendix A(m) 141-143

(n) Report on the work of the Indian National Commission for co-operation with UNESCO. Appendix A(n) 144-150

(o) Report on the work of the Department of Archeology. Appendix A(o) 151-153

(p) Report on the work of the Department of Anthropology. Appendix A(p) 154-155

(q) Report on the work of the Department of Archives. Appendix A(q) 156-162

(r) Report on the work of the National Library, Calcutta. Appendix A(r) 163-165

(s) Report on the work done in connection with preparation of Scientific Terminology in Hindi and propagation and development of Hindi. Appendix A(s) 166-169

(t) Report on the activities in the field of Youth Welfare. Appendix A(t) 170-177

ANNEXURE

LIST OF MEMBERS OF THE STANDING COMMITTEES OF THE CENTRAL ADVISORY BOARD OF EDUCATION.

I. BASIC AND SECONDARY EDUCATION COMMITTEE

1. Mrs. Zarina Currimbhoy
2. Shri E.W. Aryanayakam
3. Shri J.A.K. Martyn
4. Dr. Zakir Husain
5. Shri T. Madiah Gowda
6. Dr. K.L. Shrimali
7. Representative of Ajmer
8. " " Assam
9. " " Bihar
10. " " Bombay
11. " " Delhi
12. " " Madhya Bharat
13. " " Madras
14. " " Rajasthan
15. " " Saurashtra
16. " " Travancore-Cochin
17. " " Uttar Pradesh
18. " " West Bengal
19. Shri T.S. Avinashilingam Chettiar

II. HIGHER EDUCATION COMMITTEE

1. Dr. S.S. Bhatnagar
2. Dr. J.C. Ghose
3. Dr. H.J. Bhabha
4. Dr. Amarnatha Jha
5. Dr. A. Lakshmanaswami Mudaliar
6. Dr. N.K. Sidhanta
7. Dr. Meghnad Saha
8. Dr. S.R. Sen Gupta
9. Shrimati Mona Hensman
10. Shrimati Hansa Mehta
11. Dr. B.P. Pal
12. Representative of Andhra
13. " " Punjab
14. " " Jammu and Kashmir
15. " " Mysore.

III. GENERAL PURPOSES COMMITTEE

1. Smt. Hannah Sen
2. Major General E. Habibullah
3. Mr. Justice Teja Singh
4. Shri Ram Chandra Gupta
5. Shri Venkatesh Narain Tivery
6. Shri Frank Anthony
7. Representative of Himachal Pradesh
8. " " Hyderabad
9. " " Madhya Pradesh
10. " " Orissa
11. " " Pepsu
12. " " Coorg
13. " " Vindhya Pradesh
14. " " Bhopal

****

'PARKASH'

LIST OF MEMBERS OF THE CENTRAL ADVISORY BOARD OF EDUCATION IN INDIA

Ex-Officio

1. Maulana Abul Kalam Azad,
   Minister for Education (CHAIRMAN)

2. Prof. Humayun Kabir,
   Educational Adviser to the Government of India.

Nominated by the Government of India

3. Shri N.K. Sidhanta,
   Member, U.P.S.C., Dholpur House, New Delhi.

4. Smt. Hansa Mehta,
   Vice-Chancellor, Baroda University, Baroda.

5. Dr. K.L. Shrimali,
   Principal, Vidya Bhawan Teachers' Training College, Udaipur.

6. Dr. Zakir Husain,
   Vice-Chancellor, Aligarh University, Aligarh.

7. Smt. Hannah Sen,
   19, Sunder Nagar, New Delhi.

8. Mrs. Zarina Currimbhoy,
   Patel Manzil, Napean Sea Road, Bombay.

9. Dr. S.S. Bhatnagar,
   Chairman, University Grants Commission, New Delhi.

P. 81 of the file

10. Major General E. Habibullah,
    Commandant, National Defence Academy, Kharakvasla, Poona.

Renominated for 3 yrs from 18.8.54.

11. Shri E.W. Aryanayakam,
    Secretary, Hindustani Talimi Sangh, Wardha (Madhya Pradesh)

12. Shri T.S. Avinashilingam Chettiar, M.P.,
    Shri Ramakrishna Mission Vidyalaya P.O.,
    Perianaicken-Palyam R.S., Dist. Coimbatore, Madras.

-do- from 20.11.54.

13. Mr. Justice Teja Singh,
    10 Baradari Gardens

19. Shrimathi Leela Majumdar.

(Nominated by the Government of India, Ministry of Education in their Notification No.F.4-8/54-D.I (Part II), dated the 25th February, 1955 for a period of 3 years from 9-2-1955).

Page 37 of the file

atna.

a.

Rajya Sabha

G. of I notn. No. F.4-8/54-D.1.(Part II) d. 4.1.55.

18. Shrimati Mona Hensman, M.P.,
    "Lismoyle", 63, Harrington Road, Chetput, Madras-10.

19. Shri Ram Chandra Gupta, M.P.,
    Chandra Bhavan, Singi Gali, Agra.

P.T.O......

Lok Sabha

20. Shri T. Madiah Gowda, M.P.
Ramanagaram, Distt. Bangalore(Mysore).

21. Shri Venkatesh Narain Tivery, M.P.,
9, Old Councillors' Residence, Lucknow.

22. Mr. Frank Anthony, M.P.,
15 Western Court, New Delhi.

Nominated by the Inter-University Board

23. Dr. A.L. Mudaliar,
Vice-Chancellor, Madras University, Madras.

24. Vacant

Nominated by the All-India Council for Technical Education.

25. Dr. S.R. Sen Gupta,
Director, Indian Institute of Technology,
Kharagpur, West Bengal.

26. Dr. H.J. Bhabha,
Secretary, Department of Atomic Energy, Bombay.

Nominated by the Indian Council of Agricultural Education.

27. Dr. B.P. Pal,
C/o Indian Council of Agricultural Research,
Man Singh Road, New Delhi.

Representatives of States

28. Education Minister, Ajmer.
29. " " , Andhra.
30. " " , Assam.
31. " " , Bihar.
32. " " , Bhopal.
33. " " , Bombay.
34. " " , Delhi.
35. " " , Himachal Pradesh.
36. " " , Hyderabad.
37. " " , Jammu & Kashmir.
38. " " , Madhya Bharat.
39. " " , Madhya Pradesh.
40. " " , Madras.
41. " " , Mysore.
42. " " , Orissa.
43. " " , Pepsu.
44. " " , Punjab.
45. " " , Rajasthan.
46. " " , Saurashtra.
47. " " , Travancore-Cochin.
48. " " , Uttar Pradesh.
49. " " , Vindhya Pradesh.
50. " " , West Bengal.
51. " " , Coorg.

Secretary: Shri K.G. Saiyidain,
Additional Secretary to the Government
of India, Ministry of Education,
NEW DELHI.

'PARKASH'

TO BE PUBLISHED IN PART I SECTION II
OF THE GAZETTE OF INDIA.

No.F.4-8/54-D.I.(Part II)
Government of India,
Ministry of Education,

New Delhi 2, dated the ~~December, 1954.~~ 4-1-55

NOTIFICATION

CENTRAL ADVISORY BOARD OF EDUCATION

The following members have been renominated by the Government of India to serve on the Central Advisory Board of Education for a period of three years with effect from the date mentioned against each:-

1. Shri E.W. Arvanayakam	18.8.1954.
2. Shri Justice Teja Singh	20.11.1954.

2. Shri T.S. Avinashilingam Chettiar M.P. has been nominated by the Government of India as a member of the Central Advisory Board of Education for a period of three years with effect from 16th December, 1954.

K.G. Saiyidain
(K.G. Saiyidain)
Additional Secretary.

To

The Manager,
Government of India Press,
New Delhi.

Copy forwarded to:-

1. All members of the Central Advisory Board of Education.
2. All State Governments.
3. Inter-University Board of India.
4. Lok Sabha Sectt.
5. Rajya Sabha Secretariat.
6. All India Council of Technical Education.
7. Indian Council of Agricultural Education.

By order,
R.M. Halder
R. M. Halder
for Secretary.

11842

irchopra*
24.12.54.

[illegible]

TO BE PUBLISHED IN PART I SECTION II
OF THE GAZETTE OF INDIA.

No.F.4-8/54-D.I.(Part II)
Government of India,
Ministry of Education,

New Delhi 2, dated the ~~December, 1954.~~ 6-1-55

NOTIFICATION

CENTRAL ADVISORY BOARD OF EDUCATION

The following members have been renominated by the Government of India to serve on the Central Advisory Board of Education for a period of three years with effect from the date mentioned against each:-

1. Shri E.W. Aryanayakam 18.8.1954.
2. Shri Justice Teja Singh 20.11.1954.

2. Shri T.S. Avinashilingam Chettiar M.P. has been nominated by the Government of India as a member of the Central Advisory Board of Education for a period of three years with effect from 16th December, 1954.

K.G. Saiyidain
(K.G. Saiyidain)
Additional Secretary.

To

The Manager,
Government of India Press,
New Delhi.

Kau
11/1/55

Copy forwarded to:-

1. All members of the Central Advisory Board of Education.
2. All State Governments.
3. Inter-University Board of India.
4. Lok Sabha Sectt.
5. Rajya Sabha Secretariat.
6. All India Council of Technical Education.
7. Indian Council of Agricultural Education.

By order,
R. M. Halder
R. M. Halder
for Secretary.

irchopra*
24.12.54.

Ch. Secy }

GOVERNMENT OF INDIA

MINISTRY OF EDUCATION

Central Advisory Board of Education in India

22nd Session

1955

PROGRAMME

PARLIAMENT HOUSE,
NEW DELHI

Programme

—:o:—

Monday, 10th January,	11-0 A.M. to 1-0 P.M. 2-30 P.M. to 5-0 P.M. (If necessary)	Informal Meeting of the Directors of Public Instruction.
Tuesday, 11th January,	11-0 A.M. to 1-0 P.M. 2-30 P.M. to 5-0 P.M. (If necessary)	Meetings of the 3 Standing Committees of the Board.
Wednesday, 12th January,	3-0 P.M.	Inaugural address by the Chairman.
	4-30 P.M	Minister's Tea Party to members at Rashtrapati Bhawan.

	5-30 P.M.	Entertainment of Dance and Music by Gandharva Maha Vidyalaya at Rashtrapati Bhawan.
Thursday, 13th January,	11-0 A.M. to 1-0 P.M. 2-30 P.M. to 5-0 P.M.	Business Session.
Friday, 14th January,	11-0 A.M. to 1-0 P.M. 2-30 P.M. to 5-0 P.M.	Business Session.

TO BE PUBLISHED IN PART I SECTION II OF THE GAZETTE OF INDIA.

COORG GOVERNMENT SECRETARIAT
4-MAR

No.F.4-8/54-D.I(Part II)
Government of India
Ministry of Education.

New Delhi-2, the 25th Fbeurary, 1955.

NOTIFICATION

CENTRAL ADVISORY BOARD OF EDUCATION

Shrimati Lila Majumdar has been nominated by the Government of India as a member of the Central Advisory Board of Education for a period of three years with effect from 9th February, 1955.

(HUMAYUN KABIR)
[illegible] SECRETARY [illegible]

To

The Manager,
Government of India Press,
New Delhi.

Copy forwarded to:-

1. All members of the Central Advisory Board of Education.
2. All State Governments.
3. Inter-University Board of India.
4. Lok Sabha Sectt.
5. Rajya Sabha Sectt.
6. All India Council for Technical Education.
7. Indian Council of Agricultural Education.

By order,

S Narasian

(S.J. NARASIAN)
FOR SECRETARY.

KUMAR
22/2/55

GOVERNMENT SECRETARIAT
1855
10 MAR 1955

No.F.3-1/55-D.I.,
Government of India,
Ministry of Education.
New Delhi, dated the 7 March, 1955.

From

Dr. R.K. Bhan, M.A.,Ph.D.(London),
Deputy Educational Adviser to the Government of India.

To

1. All Members of the Central Advisory Board of Education.
2. All State Education Secretaries except Manipur, Tripura, Kutch and A & N Islands.

....

Subject:- Draft Proceedings of the 22nd Annual Meeting of the Central Advisory Board of Education - confirmation.

Sir,

I am directed to forward herewith for your confirmation a copy of the draft proceedings of the 22nd Annual Meeting of the Central Advisory Board of Education held at New Delhi from the 12th to 14th January, 1955. The Proceedings have been approved of by Maulana Abul Kalam Azad, Minister for Education and Chairman of the Board.

I am to request you kindly to send your comments to the Ministry as early as possible, and in any case not later than the 20-3-1955. In case no reply is received by that date, your concurrence in the draft will be assumed and the proceedings will be finalised.

2. The Agenda, Memoranda and other papers connected with the Meeting are not enclosed as these were already sent to all Members and State Governments before the Meeting was held.

Yours faithfully,

RKBhan 3/3/55
(R.K. Bhan)
Deputy Educational Adviser (P)

'PRAKASH'

Draft proceedings of the 22nd meeting of the Central Advisory Board of Education in India held at New Delhi on 12th, 13th and 14th January, 1955.

The Central Advisory Board of Education held its 22nd meeting at New Delhi on 12th, 13th and 14th January, 1955. The following were present:-

Ex-Officio Members

1. Maulana Abul Kalam Azad, (Chairman)
Minister for Education,
Government of India.

2. Prof. Humayun Kabir,
Educational Adviser to the Govt. of India.

Nominated Members

3. Shri N. K. Sidhanta,
Member,
U.P.S.C., NewDelhi.

4. Smt. Hansa Mehta,
Vice-Chancellor, Baroda University,
Baroda.

5. Dr. K. L. Shrimali, M.P.,
Principal, Vidya Bhawan Teachers' Training
College, Udaipur.

6. Shri E.W. Aryanayakam,
Secretary, Hindustani Talimi Sangh,
Wardha (Madhya Pradesh).

7. Mrs. Zarina Currimbhoy,
Patel Manzil, Napean Sea Road,
Bombay.

8. Shri T.S. Avinashilingam Chettiar, M.P.,
Shri Ramakrishna Mission Vidyalaya P.O.,
Perianaickenpalyam R.S., Dist. Coimbatore(Madras).

9. Mr. Justice Teja Singh
10 Ludlow Castle Road,
Delhi.

10. Dr. Meghnad Saha, M.P.,
12/1 Keyatola Lane, Southern Avenue,
P.O. Rashbehari Avenue, Calcutta.

11. Dr. Amaranatha Jha,
Chairman, Public Service Commission,
Bihar, Patna.

12. Mr. J.A.K. Martyn,
Headmaster, Doon School,
Dehra Dun.

13. Dr. J.C. Ghosh,
Vice-Chancellor, Calcutta University,
Calcutta.

Elected by the Parliament

Rajya Sabha

14. Shrimati Mona Hensman, M.P.,
"Lismoyle", Harrington Road, Chetput,
Madras-10.

15. Shri Ram Chandra Gupta, M.P.,
Chandra Bhavan, Singi Gali, Agra.

Lok Sabha

16. Shri T. Madiah Gowda, M.P.,
Ramanagaram, Distt. Bangalore(Mysore).

17. Shri Venkatesh Narain Tivery, M.P.,
9, Old Councillors' Residence, Lucknow.

18. Shri Frank Anthony, M.P.,
15 Western Court, New Delhi.

Representatives of States.

ANDHRA
Shri D.S. Reddi, Director of Public Instruction.

ASSAM
1. Shri Omeo Kumar Das, Minister.
2. Shri H.C. Bhuyan, Director of Public Instruction.

BIHAR
1. Shri J.C. Mathur, Education Secretary.
2. Shri K.P. Sinha, Director of Public Instruction.

BOMBAY
Shri S.S. Bhandarkar, Director of Education.

MADHYA PRADESH
1. Shri B. Mandloi, Minister.
2. Shri R. P. Naik, Education Secretary.
3. Shri M.H. Rao, Director of Public Instruction.

MADRAS
1. Shri C.S. Ramachandran, Education Secretary.
2. Shri N.D. Sundaravadivelu, Director of Public Instruction.

ORISSA
1. Shri Radha Nath Rath, Minister.
2. Dr. B. Prasad, Director of Public Instruction.

PUNJAB
Dr. Trilochan Singh, Education Secretary & D.P.I.

UTTAR PRADESH

1. Shri Hargovind Singh, Minister.
2. Shri B.P. Bagchi, Education Secretary.
3. Shri B.D. Bhatt, O.S.D.
4. Shri B.N. Jha, Director of Education.

WEST BENGAL
1. Dr. D.M. Sen, Education Secretary.
2. Dr. P. Roy, Director of Public Instruction.

HYDERABAD
1. Shri Gopal Rao Ekbote, Minister.
2. Shri P. Sethu Madhav Rao, Director of Public Instruction.

MADHYA BHARAT
1. Shri Manohar Singh Mehta, Minister.
2. Shri Y. Bhargava, Education Secretary.
3. Shri B. L. Gupta, Director of Education.

MYSORE
1. Shri A.G. Ramachandra Rao, Minister.
2. Shri B.M. Krishnan, Education Secretary.

PEPSU
Prof. C. L. Kapur, Jt. Secretary and D.P.I.

RAJASTHAN
1. Shri Sukhadia, Minister.
2. Shri J. N. Purohit, Education Secretary.
3. Shri Gajraj Singh, Director of Education.

SAURASHTRA
Shri D. L. Sharma, Director of Education.

TRAVANCORE-COCHIN
Shri V. S. Naidu, Director of Public Instruction.

JAMMU & KASHMIR
1. Shri J.N. Bhan, Education Secretary.
2. Shri A. A. Kazmi, Director of Education.

AJMER
1. Shri Brij Mohan Lal Sharma, Minister.
2. Shri P.N. Seth, Deputy Secretary.
3. Shri A. Baqi, Director of Education.

BHOPAL
1. Shri Shankar Dayal Sharma, Minister.
2. Shri Abdul Alim, Education Secretary.
3. Shri D. I. Lal, Director of Education.

DELHI
1. Chaudhury Brahm Prakash, Minister.
2. Shri H. C. Sharma, Chief Secretary.
3. Dr. A. N. Banerjee, Director of Education

HIMACHAL PRADESH
1. Pandit Padam Dev, Minister.
2. Kanwar Shiv Singh, Education Secretary.
3. Shri M.C. Saraswati, Deputy Director of Public Instruction.

Secretary - Shri K. G. Saiyidain,
Additional Secretary to the Govt.
of India, Ministry of Education.

The following members were unable to attend:

1. Dr. Zakir Husain
2. Smt. Hannah Sen
3. Major General Habibullah
4. Dr. A.L. Mudaliar
5. Dr. S.R. SenGupta
6. Dr. H.J. Bhabha
7. Dr. B. P. Pal

The Chairman of the Board, Maulana Abul Kalam Azad, Minister for Education opened the proceedings with a tribute to the services of the Late Dr. S.S. Bhatnagar to the cause of education and science in the country. On a motion from him, the Board observed two minutes silence in memory of the deceased.

The Chairman then delivered the following address:-

(Printed text)

The Board then took up the consideration of the items of the Agenda. (Annexure A).

ITEM I:

The Chairman welcomed the new Members of the Board and expressed his appreciation of the services of the outgoing Members. (Annexure B).

ITEM II:

It was reported that the proceedings of the 20th and 21st meetings of the Central Advisory Board of Education held at New Delhi in November, 1953 and February 1954 respectively, had been confirmed by circulation to Members.

ITEM III(a)(i):

The Board approved of the report of the progress of educational development plans implemented by the Government of India.

ITEM III(a)(ii):

The Board noted that several of the States had not supplied figures of the amounts actually utilised by them under different schemes and desired that such figures for the year 1953-54 should be furnished along with the progress reports as early as possible.

ITEM III(b)(i):

The Board considered the reports from the States and noted that they did not conform to any pattern and differed considerably in length. It was resolved that while it was not necessary to insist on any rigid pattern or to include large statistical material, report on certain important items to be indicated by the Central Government should invariably be furnished.

The Board further decided to invite the attention of the Planning Commission to the need of making suitable provision for raising the salary scales of teachers at all levels in the next Five Year Plan. This has become all the more necessary in view of the fact that a satisfactory execution of development plans in the industrial, agricultural and allied sectors will depend on the quality of the personnel employed, which in turn will depend on the quality and contentment of personnel employed in the educational institutions.

ITEM III(b)(ii):

The Board noted the progress of education of the scheduled tribes and scheduled areas in various States with particular reference to the educational development schemes under Article 275 of the Constitution and welfare of the tribal people in Part 'C' States. It however took a serious view of the fact that some of the grants received from the Central Government were being utilised for constructing exclusive hostels for students belonging to Scheduled Castes and Tribes and Backward Classes. The Board recommended that instead of segregating these students in separate hostels, steps should be taken to reserve seats for them in the general hostels and, if necessary, build annexures to such hostels for the purpose.

ITEM III(c):

The Board recorded the report on the activities and publications of the Central Bureau of Education including those relating to educational statistics. It was suggested that publications issued by the Ministry should be sent to the State Governments and their cost recovered.

ITEM III(d):

The Board received the report on the development of

Audio-Visual Education in India.

ITEM III(e):

While considering the report on the progress made in the field of Technical Education, the Board suggested that regional committees set up for inspecting and recommending technical institutions for Central grants should be requested to complete their assignments with expedition, so that the Institutions applying for grants do not have to suffer on account of delayed action.

ITEM III(f):

In regard to the need for relaxing minimum qualifications for candidates applying for Scholarships to Scheduled Castes, Scheduled Tribes and Other Backward Classes, particularly in the professional courses, the Board decided to postpone the question till the Union Public Service Commission had further considered the matter. The Board further suggested that by July every year, the Central Government should give an approximate idea to State Governments of the number and total value of such scholarships to be paid to scholars from their respective areas.

ITEM III(g):

The Board recorded the report on the Government of India's Overseas Scholarships Scheme.

ITEM III(h):

The Board considered the report on the Cultural Scholarships Scheme and suggested that a special request be made to the Vice-Chancellors of Universities to extend all possible opportunities to foreign scholars to participate in the social and cultural life around them and to help them feel at home during their stay in this country.

ITEM III(j):

The Board noted the report on the Government of India scheme for the award of Scholarships to foreign students for training in cottage industries and other vocational subjects.

ITEM III (k):

The Board considered the report on the work of the rehabilitation of students and teachers displaced from Pakistan and recommended that as the process of rehabilitation of the displaced teachers and students was likely to be spread over a fairly long number of years, a long term programme should be drawn up to be presented to the Board at its next meeting.

It was further resolved that while the age of retirement of teachers should be generally 60, in States where Government teachers have to retire at 55, at least the displaced teachers in Government service should be allowed to continue till the age of 60.

ITEM III(l):

While recording the report on the development of Basic (Primary and Middle) Education, the Board expressed the view that all the States should in future submit their reports in this behalf on the proforma circulated to them. If there was any difficulty about any particular item of information, it should be referred to the Central Government for clarification or modification of the proforma, if necessary.

ITEM III(m):

The Board recorded the report on Education of the Handicapped.

ITEM III(n):

The Board recorded the report on the work of the Indian National Commission for cooperation with Unesco.

ITEM III(o):

The Board recorded the report on the work of the Department of Archaeology.

ITEM III(p):

The Board recorded the report on the work of the Department of Anthropology.

ITEM III(q):

The Board recorded the report on the work of the Department of Archives.

ITEM III(r):

The Board recorded the report on the work of National Library, Calcutta.

ITEM III(s):

The Board recorded the report on the work done in connection with preparation of Scientific Terminology in Hindi and propagation and development of Hindi.

ITEM III(t):

The Board recorded the report on the activities in the field of Youth Welfare.

ITEM IV(i):

The Board considered the reports from the Government of India and the State Governments about the action taken on the recommendations of the Board at its 20th Meeting and expressed concern that information supplied by many of the States was inadequate. The Board desired that steps should be taken by the States to furnish in time adequate reports about action taken on its recommendations.

In regard to the scheme of introducing Merit Scholarships in public schools, the Board felt that scuh State Governments as have not agreed so far to introduce Scholarships in the public schools situated in their areas should be requested to reconsider their decision. It was also felt that if a State Government made certain recommendations in favour of any scholars, the Government of India should make arrangements to accommodate them in some public school outside the State if the particular State had no public school of its own.

With regard to the recommendation of the Central Advisory Board of Education requesting the Ministry of Education to urge the Planning Commission to make more adequate provision for education, particularly for universal, free and compulsory education during the Second Five Year Plan, the Board felt that the reactions of the States to the targets and priorities which have been tentatively fixed at the Conference of Education Secretaries in November, 1954 for the next Five Year Plan may be awaited in the first instance.

In regard to the recommendation of the Board, the Government of India should permit the mother tongue to be the medium for the competitive examinations for children of 12 or below seeking entrance into schools for the Armed Forces, it was decided that the Ministry of Defence to whom the matter has already been referred should be requested to give a decision as early as possible.

ITEM IV(ii):

While the Board welcomed the action taken by the State Governments on the implementation of the recommendations of the Secondary Education Commission, it noted with regret that the information supplied by many of the States was inadequate. The Board suggested that steps should be taken by the States to furnish in time adequate reports about the action taken on the recommendations of the Board.

The Board recommended that next year grants to A.C.C. should be paid earlier so that camps might be held from September to December and also suggested the organisation of Scouting, N.C.C. and other extra-curricular activities as measures to improve the discipline of students.

ITEM V & VI:

The Board suggested that the attention of the Universities should be invited to the report of the conference of University teachers of Economics and History regarding the teaching of these subjects in the Universities.

ITEM VII:

The Board agreed that the matter should in the first instance be referred to the Anglo-Indian Board and the Indian Public Schools Conference for comments.

ITEM VIII:

In view of the appointment of a special committee for considering the questions of qualification and age for entry into different grades of Government service, the Board postponed discussion of the item.

ITEM IX:

The Board recorded its appreciation of the report of the International Team of teachers and Curricula in Secondary Schools.

ITEM X:

The Board discussed the matter at length and after considering the report of the special committee (for membership, see Annexure C) passed the following resolution:

> "The Board after very careful consideration of the stage of termination of Secondary Education and the qualifications necessary for entry into the Universities arrived at the following unanimous conclusions:
>
> (a) The degree course should be of three years and 17+ should be the minimum age for entry into universities.
>
> (b) The end of Secondary education at 17+ should mark a terminal stage in education and prepare students for life. It should also be of a standard which would enable them to participate with profit in a three year Degree course.

(c) The Government of India be requested to appoint a Committee to draw up an integrated syllabus for the school Final Examination to achieve the above objective.

(d) The last class in the Secondary stage should be called the 11th class and may be reached after schooling of not less than 10 years, the actual duration of the school system in the various States to be determined by the State Governments concerned.

"The Board is of opinion that for the implementation of these recommendations, it is necessary that financial assistance in a liberal measure should be provided by the Central and State Governments. This Board therefore requests the Central and State Governments and the Planning Commission to provide necessary finances in the Second Five Year Plan for the implementation of these recommendations.

ITEM XI:

The Board welcomed the announcement of the Chairman regarding the establishment of a Council of Secondary Education on the lines of the All India Council of Technical Education and noted with satisfaction that the Government have already decided to set up an expert committee for formulating an integrated syllabus for the secondary stage as a whole and another for the Pre-University class.

ITEM XII:

The Board authorised the Chairman to appoint a Committee to consider the desirability of inclusion of Gandhian Philsosophy and Ways of Life in the curricula of High Schools and University stages and make suitable recommendations towards that end.

ITEM XIII:

The Board authorised the Chairman to establish a separate Advisory Committee on Basic Education, as a Standing Committee of the Central Advisory Board of Education.

ITEM XIV:

The Board left it to the Chairman to fix the date and venue of its next meeting.

The meeting ended with a vote of thanks to the Chair.

*****

GOVERNMENT OF COORG.
CHIEF SECRETARIAT.

DESPATCHED.

No.A.6. 22191 Mercara, the 19th March,55.

To - The Secretary to the Government of India,
Ministry of Education, New Delhi.

Subject:- Draft proceedings of the 22nd meeting of the Central ADvisory Board of Education held in New Delhi in January,1955 - Confirmation of the.

.....

Sir,

I am directed to refer to your Ministry's letter No.F.3-1/55-D-1, dated the 7th March,1955 ~~on the subject mentioned above~~ and to state that this Government have no comments to offer on the draft proceedings ~~mentioned above.~~

P.U.C.

Yours faithfully,

Chief Secretary.

WAR
15.3.55

Jhn
15.3.55

To be published in Part I Section II of the Gazette of India

No.F.4-8/54-D.1(Part II)
Government of India,
Ministry of Education,

New Delhi-2, the May, 1955.

NOTIFICATION

1955

CENTRAL ADVISORY BOARD OF EDUCATION IN INDIA.

Shri Shyamnandan Sahay, Vice-Chancellor, Bihar University, has been nominated by the Inter-University Board of India to represent it on the Central Advisory Board of Education for the residue of the term of Dr. B.L.Manjunath who has since ceased to be a member.

Sd/- (K.G.Saiyidain)
Additional Secretary.

To

The Manager,
Government of India Press,
New Delhi.

Copy forwarded to:-

1. All members of the Central Advisory Board of Education.
2. All State Governments.
3. Inter-University Board of India, Senate House, University Buildings, Triplicane, Madras-5.
4. All Indian Council for Technical Education,
5. Indian Council of Agricultural Education.
6. Lok Sabha Secretariat.
7. Rajya Sabha Secretariat.

K.M.
18/5

By Order,

K. M. Haldar
for Secretary.

S.S./5.5.

To be published in Part I Section II of the Gazette of India.

No.F.4-8/54-D.1(Part II)
Government of India,
Ministry of Education,

New Delhi-2, the May, 1955.

NOTIFICATION MAY 1955

COORG GOVERNMENT SECRETARIAT
20 MAY 19

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7. Rajya Sabha Secretariat.

By Order,

K. M. Haldar
for Secretary.

S.S./5.5.

IMMEDIATE.

GOVERNMENT SECRETARIAT
2 - JUL 195
3695

No.F.3-1/55-D.1
Government of India,
Ministry of Education

New Delhi, the 22/6 1955

The Secretary to the Government of India.

To

All State Governments.

Subject:- Proceedings of the 22nd Annual Meeting of the Central Advisory Board of Education - Action taken.

Sir,

I am directed to forward herewith the proceedings of the above mentioned meeting held at New Delhi in January, 1955. Relevant papers containing the agenda and memoranda of the meeting have already been supplied. Printed proceedings will be supplied to State Governments in due course.

2. All recommendations of the Board excepting item III(c) and III (k) (para a) have been accepted by the Govt. of India in principle. I am now to request that appropriate action may please be taken on the recommendations which concern the State Government and the same be communicated to this Ministry in due course. Requisite information regarding the action taken on these items may kindly be sent to this Ministry separately for each item.

In this connection I am to invite your attention particularly to the recommendations of the Board on items IV(i) and IV(ii) wherein the Board expressed its concern over the inadequate information furnished by many of the State Governments regarding their implementation of the recommendations of the Board and suggested that they should take steps to furnish the adequate information to the Govt. of India. I am to point out in this connection that information from several State Governments in the past has not reached the Ministry in time to be included in the memorandum to be placed before the Board. I am therefore to request you kindly to furnish the requisite information on the recommendations of the Board in any case not later than November, every year.

Yours faithfully,
Veda Prakasha

(Veda Prakasha)
for Secretary

No. A.6. 6777 Mercara, the 12th July, 1955.

Copy with a copy of the proceedings forwarded to the S.E.O., Coorg, for detailed remarks so as to reach this office by 16. 8. 1955.

9.7.55

for Ch. Secy

8/7/55.

Proceedings of the 22nd meeting of the Central Advisory Board of Education in India held at New Delhi on 12th 13th and 14th January, 1955.

The Central Advisory Board of Education held its 22nd meeting at New Delhi on 12th, 13th and 14th January 1955. The following were present:-

Ex-Officio Members

1. Maulana Abul Kalam Azad, (Chairman)
   Minister for Education,
   Government of India.

2. Prof. Humayun Kabir,
   Education Advisor to the Govt. of India.

Nominated Members

3. Shri N.K. Sidhanta,
   Member,
   U.P.S.C., New Delhi.

4. Smt. Hansa Mehta,
   Vice-Chancellor, Baroda University,
   Baroda.

5. Dr. K. L. Shrimali, M.P.,
   Principal, Vidya Bhawan Teachers' Training
   College, Udaipur.

6. Shri E.W. Aryanayakam,
   Secretary, Hindustani Talimi Sangh,
   Wardha (Madhya Pradesh).

7. Mrs. Zarina Currimbhoy,
   Patel Manzil, Napean Sea Road,
   Bombay.

8. Shri T.S. Avinashilingam Chettiar, M.P.,
   Shri Ramakrishna Mission Vidyalaya P.O.,
   Perianaickenpalyam R.S., Distt. Coimbatore (Madras).

9. Mr. Justice Teja Singh
   10 Ludlow Castle Road,
   Delhi.

10. Dr. Meghnad Saha, M.P.,
    12/1 Keyatola Lane, Southern Avenue,
    P.O. Rashbehari Avenue, Calcutta.

11. Dr. Amaranatha Jha,
    Chairman, Public Service Commission,
    Bihar, Patna.

12. Mr. J.A.K. Martyn,
    Headmaster, Doon School,
    Dehra Dun.

13. Dr. J.C. Ghosh,
    Vice-Chancellor, Calcutta University,
    Calcutta.

Elected by the Parliament

Rajya Sabha

14. Shrimati Mona Hensman, M.P.,
    "Lismoyle", Harrington Road, Chetput,
    Madras - 10.
15. Shri Ram Chandra Gupta, M.P.,
    Chandra Bhavan, Singi Gali, Agra.

Lok Sabha

16. Shri T. Madiah Gowda, M.P.
Ramanagaram, Distt. Bangalore (Mysore).

17. Shri Vankatesh Narain Tivery, M.P.,
9, Old Councillors' Residence, Lucknow.

18. Shri Frank Anthony, M.P.,
15 Western Court, New Delhi.

Representatives of States.

Andhra

Shri D.S. Reddi, Director of Public Instruction.

ASSAM

1. Shri Omeo Kumar Das, Minister.
2. Shri. H.C. Bhuyan, Director of Public Instruction.

BIHAR

1. Shri J.C. Mathur, Education Secretary,
2. Shri K.P. Sinha, Director of Public Instruction.

BOMBAY

Shri S.S. Bhandarkar, Director of Education.

MADHYA PRADESH

1. Shri. B. Mandloi, Minister.
2. Shri R.P. Naik, Education Secretary,
3. Shri M.H. Rao, Director of Public Instruction.

MADRAS

1. Shri C.S. Ramachandran, Education Secretary,
2. Shri N.D. Sundaravadivelu, Director of Public Instruction.

ORISSA

1. Shri Radha Nath Rath, Minister.
2. Dr. B. Prasad, Director of Public Instruction.

PUNJAB

Dr. Trilochan Singh, Education Secretary & D.P.I.

UTTAR PRADESH

1. Shri Hargovind Singh, Minister.
2. Shri B.P. Bagchi, Education Secretary.
3. Shri B.D. Bhatt., O.S.D.
4. Shri B.N. Jha, Director of Education.

WEST BENGAL

1. Dr. D.M. Sen, Education Secretary,
2. Dr. P. Roy, Director of Public Instruction.

HYDERABAD

1. Shri Gopal Rao Ekbote, Minister.
2. Shri P. Sethu Madhav Rao, Director of Public Instruction.

MADHYA BHARAT

1. Shri Manohar Singh Mehta, Minister.
2. Shri Y. Bhargava, Education Secretary.
3. Shri B. L. Gupta, Director of Education.

MYSORE

1. Shri A.G. Ramachandra Rao, Minister.
2. Shri B.M. Krishnan, Education Secretary.

PEPSU

Prof. C. L. Kapur, Jt. Secretary and D.P.I.

JASTHAN

1. Shri Sukhadia, Minister.
2. Shri J. N. Purohit, Education Secretary.
3. Shri Gajraj Singh, Director of Education.

URASHTR..

Shri D. L. Sharma, Director of Education

TRAVANCORE-COCHIN

Shri V.S. Naidu, Director of Public Instruction

JAMMU & KASHMIR

1. Shri A.N. Bhan, Education Secretary.
2. A.A. Kazmi, Director of Education.

AJMER

1. Shri Brij Mohan Lal Sharma, Minister.
2. Shri P.N. Seth, Deputy Secretary.
3. Shri A. Baqi, Director of Education.

BHOPAL

1. Shri Shankar Dayal Sharma, Minister.
2. Shri Abdul Alim, Education Secretary.
3. Shri D. I. Lal, Director of Education.

DELHI.

1. Chaudhury Brahm Prakash, Minister.
2. Shri H. C. Sharma, Chief Secretary.
3. Dr. A. N. Banerjee, Director of Education

HIMACHAL PRADESH

1. Pandit Padam Dev, Minister.
2. Kanwar Shiv Singh, Education Secretary.
3. Shri M.C. Saraswati, Deputy Director of Public Instruction.

Secretary - Shri K. G. Saiyidain,
Additional Secretary to the Govt.
of India, Ministry of Education.

The following members were unable to attend:

1. Dr. Zakir Husain
2. Smt. [illegible] Sen
3. Major General Habibullah
4. Dr. A.L. Mudaliar
5. Dr. S.R. SenGupta
6. Dr. H.J. Bhabha
7. Dr. B.P. Pal.

The Chairman of the Board, Maulana Abul Kalam Azad, Minister for Education opened the proceedings with a tribute to the services of the Late Dr. S.S. Bhatnagar to the cause of education and science in the country. On a motion from him, the Board observed two minutes silence in memory of the deceased.

The Chairman then delivered the following address:-

(Printed text)

The Board then took up the consideration of the items of the Agenda. (Annexure A).

ITEM 1:

The Chairman welcomed the new Members of the Board and expressed his appreciation of the services of the outgoing Members.

ITEM II

It was reported that the proceedings of the 20th and 21st meetings of the Central Advisory Board of Education held at New Delhi in November, 1953 and February, 1954 respectively had been confirmed by circulation to Members.

ITEM III(a)(i)

The Board approved of the report of the progress of educational development plans implemented by the Government of India.

ITEM III(a)(ii)

The Board noted that several of the states had not supplied figures of the amounts actually utilised by them under different schemes and desired that such figures for the year 1953-54 should be furnished along with the progress reports as early as possible.

ITEM III(b)(i):

The Board considered the reports from the States and noted that they did not conform to any pattern and differed considerably in length. It was resolved that while it was not necessary to insist on any rigid pattern or to include large statistical material, report on certain important items to be indicated by the Central Government should invariably be furnished.

The Board further decided to invite the attention of the Planning Commission to the need of making suitable provision for raising the salary scales of teachers at all levels in the next Five Year Plan. This has become all the more necessary in view of the fact that a satisfactory execution of development plans in the industrial, agricultural and allied sectors will depend on the quality of the personnel employed, which in turn will depend on the quality and contentment of personnel employed in the educational institutions.

ITEM III)b)(ii):

The Board noted the progress of education of the scheduled tribes and scheduled areas in various States with particular reference to the educational development schemes under Article 275 of the Constitution and welfare of the tribal people in Part 'C' States. It however took a serious view of the fact that some of the grants received from the Central Government were being utilised for constructing exclusive hostels for students belonging to scheduled Castes and Tribes and Backward Classes. The Board recommended that instead of segregating these students in separate hostels, steps should be taken to reserve seats for them in the general hostels and, if necessary, build annexures to such hostels for the purpose.

ITEM III(c):

The Board recorded the report on the activities and publications of the Central Bureau of Education including those relating to educational statistics. It was suggested that publications issued by the Ministry should be sent to the State Governments and their cost recovered.

ITEM III(d):

The Board received the report on the development of

Audio-Visual Education in India.

ITEM III(e)

While considering the report on the progress made in the field of Technical Education, the Board suggested that regional committees set up for inspecting and recommending technical institutions for Central grants should be requested to complete their assignments with expedition, so that the institutions applying for grants do not have to suffer on account of delayed action.

ITEM III(f):

In regard to the need for relaxing minimum qualifications for candidates applying for Scholarships to Scheduled Castes, Scheduled Tribes and Other Backward Classes, particularly in the professional courses, the Board decided to postpone the question till the Union Public Service Commission had further considered the matter. The Board further suggested that by July every year the Central Government should give an approximate idea to State Governments of the number and total value of such scholarships to be paid to scholars from their respective areas.

ITEM III(g):

The Board recorded the report on the Government of India's Overseas Scholarships Scheme.

ITEM III(h):-

The Board considered the report on the Cultural Scholarships Scheme and suggested that a special request be made to the Vice-Chancellors of Universities to extend all possible opportunities to foreign scholars to participate in the social and cultural life around them and to help them feel at home during their stay in this country.

ITEM III(j)

The Board noted the report on the Government of India scheme for the award of Scholarships to foreign students for training in cottage industries and other vocational subjects.

ITEM III(k):

The Board considered the report on the work of the rehabilitation of students and teachers displaced from Pakistan and recommended that as the process of rehabilitation of the displaced teachers an students was likely to be spread over a fairly long number of years, a long term programme should be drawn up to be presented to the Board at its next meeting.

It was further resolved that while the age of retirement of teachers should be generally 60, in States where Government teachers have to retire at 55, at least the displaced teachers in Government service should be allowed to continue till the age of 60.

ITEM III(l):

While recording the report on the development of Basic (Primary and Middle) Education, the Board expressed the view that all the States should in future submit their reports in this behalf on the proforma circulated to them. If there was any difficulty about any particular item of information, it should be referred to the Central Government for clarification or modification of the proforma if necessary.

ITEM III(m):

The Board recorded the report on Education of the Handicapped.

ITEM III(n):

The Board recorded the report on the work of the Indian National Commission for cooperation with Unesco.

ITEM III(o):

The Board recorded the report on the work of the Department of Archaeology.

ITEM III(p):

The Board recorded the report on the work of the Department of Anthropology.

ITEM III(q):

The Board recorded the report on the work of the Department of Archives.

ITEM III(r):

The Board recorded the report on the work of National Library, Calcutta.

ITEM III(s):

The Board recorded the report on the work done in connection with preparation of Scientific Terminology in Hindi and propagation and development of Hindi.

ITEM III(t):

The Board recorded the report on the activities in the field of Youth Welfare.

ITEM IV(i)

The Board considered the reports from the Government of India and the State Governments about the action taken on the recommendations of the Board at its 20th Meeting and expressed cocern that information supplied by many of the States was inadequate. The Board desired that steps should be taken by the States to furnish in time adequate reports about action taken on its recommendations.

In regard to the scheme of introducing Merit Scholarships in public schools, the Board felt that such State Governments as have not agreed so far to introduce Scholarships in the public schools situated in their areas should be requested to reconsider their decision. It was also felt that if a State Government made certain recommendations in favour of any scholars, the Government of India should make arrangements to accommodate them in some public school outside the State if the particular State had no public school of its own.

With regard to the recommendation of the Central Advisory Board of Education requesting the Ministry of Education to urge the Planning Commission to make more adequate provision for education, particularly for universal, free and compulsory education during the Second Five Year Plan, the Board felt that the reactions of the States to the targets and priorities which have been tentatively fixed at the Conference of Education Secretaries in November, 1954 for the next Five Year Plan may be awaited in the first instance.

In regard to the recommendation of the Board, the Government of India should permit the mother tongue to be the medium for the competitive examinations for children of 12 or below seeking entrance into schools for the Armed Forces, it was decided that the Ministry of Defence to whom the matter has already been referred should be requested to give a decision as early as possible.

ITEM IV(ii)

While the Board welcomed the action taken by the State Governments on the implementation of the recommendations of the Secondary Education Commission, it noted with regret that the information supplied by many of the States was inadequate. The Board suggested that steps should be taken by the States to furnish in time adequate reports about the action taken on the recommendations of the Board.

The Board recommended that next year grants to A.C.C. should be paid earlier so that camps might be held from September to December and also suggested the organisation of Scouting, N.C.C., and other extra-curricular activities as measures to improve the discipline of students.

ITEM V & VI:

The Board suggested that the attention of the Universities should be invited to the report of the conference of University teachers of Economics and History regarding the teaching of these subjects in the Universities.

ITEM VII:

The Board agreed that the matter should in the first instance be referred to the Anglo-Indian Board and the Indian Public Schools Conference for comments.

ITEM VIII:

In view of the appointment of a special committee for considering the questions of qualification and age for entry into different grades of Government service, the Board postponed discussion of the item.

ITEM IX:

The Board recorded its appreciation of the report of the International Team of teachers and Curricula in Secondary Schools.

ITEM X:

The Board discussed the matter at length and after considering the report of the special committee (for membership, see Annexure C) passed the following resolution:

> "The Board after very carefulconsideration of the stage of termination of Secondary Education and the qualifications necessary for entry into the Universities arrived at the following unanimous conclusions:
>
> (a) The degree course should be of three years and 17+ should be the minimum age for entry into universities.
>
> (b) The end of Secondary education at 17+ should mark a terminal stage in education and prepare students for life. It should also be of a standard which would enable them to participate with profit in a three year Degree course.

(c) The Government of India be requested to appoint a Committee to draw up an integrated syllabus for the school Final Examination to achieve the above objective.

(d) The last class in the Secondary stage should be called the 11th class and may be reached after schooling of not less than 10 years, the actual duration of the school system in the various States to be determined by the State Governments concerned.

The Board is of opinion that for the implementation of these recommendations, it is necessary that financial assistance in a liberal measure should be provided by the Central and State Governments. This Board therefore requests the Central and State Governments and the Planning Commission to provide necessary finances in the Second Five Year Plan for the implementation of these recommendations.

ITEM XI:

The Board welcomed the announcement of the Chairman regarding the establishment of a Council of Secondary Education on the lines of the All India Council of Technical Education and noted with satisfaction that the Government have already decided to set up an expert committee for formulating an integrated syllabus for the secondary stage as a whole and another for the Pre-University class.

ITEM XII:

The Board authorised the Chairman to appoint a Committee to consider the desirability of inclusion of Gandhian Philsosophy and Ways of Life in the curricula of High Schools and University stages and make suitable recommendations towards that end.

ITEM XIII:

The Board authorised the Chairman to establish a separate Advisory Committee on Basic Education, as a Standing Committee of the Central Advisory Board of Education.

ITEM XIV:

The Board left it to the Chairman to fix the date and venue of its next meeting.

The meeting ended with a vote of thanks to the Chair.

63.
[illegible] 298/55

DEPARTMENT OF EDUCATION.

R. C. Dis. No. 4678/55

Mercara, Coorg.
Dated....26th..July, 1955.
27/7

COORG GOVERNMENT SECRETARIAT
4873
23 JUL 195

From
THE STATE EDUCATIONAL OFFICER, COORG,
MERCARA.

To
The Chief Secretary to the Government of Coorg,
MERCARA.

Sir,

Subject:- PROCEEDINGS OF THE 22ND ANNUAL MEETING OF THE CENTRAL
Reference:- ADVISORY BOARD OF EDUCATION - ACTION TAKEN. -

A

....

With reference to your endorsement No. A. 6. 6777 dated the 12th July 1955 on the subject mentioned above I furnish below my remarks on each item:-

Item I. No remarks.

Item II. No remarks.

Item III(a) (i) - do -

Item III(a)(ii) Figures have already been furnished.

Item III(b) (i) Noted for future.

Item III(b) (ii) No amount has been used by this State for the construction of hostels exclusively for Scheduled Castes and Scheduled Tribes. Scheduled Castes and Scheduled Tribe pupils are admitted to the hostels attached to the Government High Schools and alzso Private High schools.

Item III(c) No remarks.

Item III(d) No remarks.

Item III(e) No remarks since it pertains to Government of India.

Item III(f) No remarks since it pertains to Government of India.

Item III (g) Does not pertain to this State.

Item III(h) - do -

Item III(j) No remarks.

Item III (k) No remarks.

Item III (l) Noted for future.

Item III (m) No remarks.

Item III (n) - do -

Item III (o) - do -

Item (p). No remarks.

Item (q). No remarks.

Item (r). No remarks.

Item (s). No remarks.

Item (t). No remarks.

Item IV (i) Noted for future.
The question may be considered by Government. Merit scholarships may be provided in public schools.

Item IV (ii) Noted for future.

Items V & VI. No remarks since it pertains to the conference of University teachers.

Item VII. No remarks.

Item VIII. No remarks.

Item IX. No remarks.

Item X. (a) Accepted.
(b) Accepted.
(c) Accepted.
(d) Accepted.

Necessary funds have been provided in the IInd Five Year Plan for the implementation.

Item XI. Accepted.

Item XII. No remarks.

Item XIII. No remarks.

Item XIV. No remarks.

Yours faithfully,

State Educational Officer,
Coorg, Mercara.
VKB
26 7 56

KAK/-

67

GOVERNMENT OF COORG.
CHIEF SECRETARIAT.

REGISTERED

No.A.6. 10/25 Mercara, the 2nd ~~August~~ Sep, 1955.
D.Dis.298 /55.

To - The Secretary to the Government of India,
Ministry of Education, New Delhi.

Subject:- Proceedings of the 22nd meeting of the Central Advisory Board of Education - Action taken on the.

Sir,

I am directed to refer to your Ministry's letter No.F.3-1/55-D.1., dated the 29th June, 1955 on the subject mentioned above and to furnish below a brief report on the action taken on the various recommendations of the Central Advisory Board of Education adopted at its 22nd meeting held at New Delhi in January, 1955 so far as they relate to this State.

Page 53 (4A)

Item III(a)(ii) - Half yearly reports on the progress of Five Year Educational Development Plan of Coorg for the half years ending March and September are being regularly sent to the Government of India ~~furnishing~~ showing the figures of expenditure ~~and in future also~~ these reports will be continued to be furnished with all the required information.

Item III(b)(i) - The observation of the Board is noted and ~~in future~~ reports indicating all important items of the Educational Development plan of Coorg will be ~~furnished~~ to the Government of India.

As regards raising the salary scales of teachers, I am to state that the scales of pay prevailing in this State are ~~in~~adequate and that this Government is of the opinion that there ~~not in favour of further raising them at~~ is no need at present for further raising these scales of pay. I am to furnish below the scales of pay now obtaining in Coorg for the various categories of the teaching staff -

1.	Headmasters of High Schools -	Rs. 250-10-350.
2.	Trained Graduates in -do-	Rs. 100-5-120-8-200-10-300.
3.	Untrained -do- -	Rs. 80-5-120-8-200-10½-220.
4.	Kannada Pandits, Hindi Pandits, Physical Training Instructors etc.	Rs. 68-4-120-EB-5-170 for matriculates and Rs. 50-2-60-3-90 for non-matriculates.
5.	Headmasters of Middle Schools	Rs. 68-4-120-5-170.
6.	Trained Matric Assistant Masters	Rs. 50-2½-70-3-100.
7.	Headmasters of Primary Schools (Trained Non-matriculates)	Rs. 50-2-60-3-90
8.	Trained Non-matriculate~~s~~ Asst. Masters -	Rs. 40-2-50-3-80.

I am to add that in addition to ~~the~~ pay, the teachers are paid dearness allowance at the following rates -

For pay ~~fro~~ upto Rs. 50/-	Rs. 40/- p.m.
from Rs. 51 to 100	Rs. 50/- "
from Rs.101 to 150	Rs. 55/- "
from Rs.151 to 200	Rs. 60/- "
from Rs.201 to ~~250~~ 300	Rs. 65/- "
from Rs. ~~251 & above~~ 301 to 500	Rs. 70/-. "

Item III(b)(ii) - This Government has not utilised any amount for the construction of hostels exclusively for the tribal pupils out of the grants ~~gx~~ sanctioned by the Government of India for the development schemes for the benefit of the tribal people of this State. The Govt hostels in Coorg are open to all classes of people irrespective of caste or creed and the Tribal pupils are freely admitted into these Hostels and in addition to this, they are given ~~boarding~~ grants to meet the boarding charges in such hostels. As seats in the hostels are available, it is not considered necessary to reserve any seats exclusively for the tribal pupils nor is it considered desirable to do so.

Item III(h) - There is no University in Coorg and ~~it is very rare that~~ rarely foreign scholars visit this State for social and cultural activities; but this Government would do all that is necessary to make their stay ~~as happy as possible~~ pleasant if any foreign scholars should visit this State.

Item III(k) - This Government is not confronted with the problem ~~of~~ of drawing up a scheme for the rehabilitation of displaced students or teachers from Pakistan as there are no displaced students or teachers in this State.

Item III(l) - The observation of the Board to the effect that progress reports on the development of Basic (Primary and Middle) Education should be furnished in the prescribed proforma is noted and reports will be sent accordingly.

Item IV(i) - This Government has taken action on the proceedings of the 20th meeting of the Central Advisory Board of Education and a report on the action taken has been communicated to the Government of India and ~~in future also~~ Such the reports on the action taken will be continued to be furnished in time with ~~the~~ all the required information.

In regard to the institution of merit scholarships in Public schools in Coorg, this Government has already decided, as is previously communicated to the Government of India, ~~not~~ that it is not necessary to institute ~~any~~ such scholarships in view of the fact that there are no public schools in Coorg and that very few pupils of this State attend public schools out-side the State. ~~and~~ There are no fresh grounds to reconsider this decision.

Item IV(ii) - In pursuance of the recommendations of the Secondary Education Commission, the schemes mentioned below have been adopted for Coorg under the Five Year Plan of Educational Development -

1. Establishment of two Multi-purpose~~s~~ High Schools with five courses.
2. Improvement of Science teaching in schools.
3. Improvement of teaching in schools.
4. Improvement of School Libraries.
5. Introduction of one additional craft in 7 Middle schools.
6. Publication of Bulletins.

All relevant particulars of the schemes mentioned above have been furnished to the Government of India. ~~In future also, any~~ Further reports required on these will continue to be furnished in future.

In regard to the sanction of grants for ACC, I am to state that there is no delay in sanctioning the grants; ~~but~~ I am however, to suggest ~~point out~~ that due to monsoon which continues right upto the middle of October, and terminal ~~examinations and final~~ examinations coming up in September-October and December and the final examinations in Marbh-April, it would be better to conduct the ACC or NCC camps between March and June when all concerned will be free ~~have leisure~~ from class work ~~academic studies~~ and when the weather also will be favourable ~~fair~~ in the State. I am also to suggest that Seminars and Conferences of the teachers should also be held during this period to avoid dislo-cation of work during the school terms.

In regard to the organisation of extra curricular activities, many of the activities are in vogue in the schools in this State and suitable action is being taken for the organisation of other extra curricular activities.

Items V and VI - There is no University in Coorg. There is one first Grade College in this State and it is affiliated to the Madras University ~~of Madras~~ and ~~therefore~~ Consequently whatever regulations or methods are adopted by the University of Madras for the teaching of Economics and History, ~~they will be naturally be~~ are being as a matter of course followed in the ~~only~~ college ~~in this State~~.

Coorg Govt

~~Item X - There is no University in Coorg and the Secondary Education in Coorg is based on the lines~~

Item X - The college in Coorg is affiliated to the Madras University ~~of Madras~~ and the Secondary School Leaving Certificate Examination at the termination of Secondary education in Coorg is conducted by the Government of Madras by mutual arrangement and ~~therefore~~ as such the recommendations of the Board on this item, if adopted by the University of Madras, ~~they~~ will be automatically followed in Coorg. I am, however, to state that this Government ~~agrees to~~ agrees with these recommendations in principle.

Yours faithfully,

Chief Secretary.

Copy to the SEO, Coorg/Principal, Govt. College, Mercara/ S.O.E., Coorg.

The S.E.O., Coorg is requested to issue necessary instructions to the Headmasters of schools, to admit Scheduled Castes & Scheduled Tribes Students into the existing Govt. Hostels, when they seek admission into hostels.

WSR
19.8.1955.

25/8/55

[illegible]

No. 13125 /D.Dis.200/55. [illegible], the 2nd September, [illegible]

From - Shri I. C. Subbiah, [illegible],
Chief Secretary to the Government of Coorg.

To - The Secretary to the Government of India,
Ministry of Education,
New Delhi.

SUBJECT:- PROCEEDINGS OF THE 22nd MEETING OF THE CENTRAL ADVISORY BOARD OF EDUCATION - ACTION TAKEN ON THE -

****

Sir,

I am directed to refer to your Ministry's letter No.F.3-1/55-D-1., dated the 29th June, 1955, on the subject mentioned above and to furnish below a brief report on the action taken on the various recommendations of the Central Advisory Board of Education adopted at its 22nd meeting held at New Delhi in January, 1955, so far as they relate to this State.

Item III(a)(ii) - Half yearly reports on the progress of Five Year Educational Development Plan of Coorg for the half years ending March and September are being regularly sent to the Government of India showing the figures of expenditure. These reports will be continued to be furnished with all the required information.

Item III(b)(i) - The observation of the Board is noted and reports indicating all important items of the Educational Development plan of Coorg will be furnished to the Government of India.

As regards raising the salary scales of teachers, I am to state that the scales of pay prevailing in this State are adequate and that this Government is of the opinion that there is no need at present for further raising those scales of pay. I am to furnish below the scales of pay now obtaining in Coorg for the various categories of the teaching staff:-

1. Headmasters of High Schools	Rs. 250-10-350.
2. Trained Graduates in High Schools.	Rs. 100-5-120-8-200-10-300.
3. Untrained Graduates in High Schools.	Rs. 80-5-120-2-200-10/2-220.
4. Kannada Pandits, Hindi Pandits, Physical Training Instructors, etc.	Rs. 68-4-120-EB-5-170 for matriculates and 50-2-60-3-90 for non-matriculates.

....

5. Headmasters of Middle Schools	Rs. 68-4-120-5-170.
6. Trained Matric Assistant Masters.	Rs. 50-2½-70-3-100.
7. Headmasters of Primary Schools (Trained matriculates)	Rs. 50-2-60-3-80
8. Trained Non-matriculate Assistant Masters.	Rs. 40-2-50-3-80.

I am to add that in addition to pay, the teachers are paid dearness allowance at the following rates:-

For pay upto Rs. 50/-	Rs. 40/- per mensem.
from Rs. 51 to 100	Rs. 50/- ,,
from Rs. 101 to 150	Rs. 55/- ,,
from Rs. 151 to 200	Rs. 60/- ,,
from Rs. 201 to 300	Rs. 65/- ,,
from Rs. 301 to 500	Rs. 70/- ,,

Item III(b)(ii)- This Government has not utilised any amount for the construction of hostels exclusively for the tribal pupils out of the grants sanctioned by the Government of India for the development schemes for the benefit of the tribal people of this State. The Government hostels in Coorg are open to all classes of people irrespective of caste or creed and the Tribal pupils are freely admitted into these hostels ~~and in addition to this,~~ they are given grants to meet the boarding charges in such hostels. As seats in these hostels are available, it is not considered necessary to reserve any seats exclusively for the for the rural pupils nor is it considered desirable to do so.

Item III(h). - There is no University in Coorg and foreign scholars rarely visit this State for social and cultural activities; but this Government would do all that is necessary to make their stay pleasant if any foreign scholars should visit this State.

Item III(k) - This Government is not confronted with the problem of drawing up a scheme for the rehabilitation of displaced students or teachers from Pakistan as there are no displaced students or teachers in this state.

Item III(l) - The observation of the Board to the effect that progress report on the development of Basic (Primary and Middle) Education should be furnished in the prescribed proforma is noted and reports will be sent accordingly.

Item IV(i) - This Government has taken action on the proceedings of the 20th meeting of the Central Advisory Board of Education and a report of the action taken has been communicated to the Government of India and such reports on the action taken will be continued to be furnished in time with all the required information.

In regard to the institution of merit scholarships in Public Schools in Coorg, this Government has already decided, as previously communicated to the Government of India that it is not necessary to institute such scholarships in view of the fact that there are no public schools in Coorg and that very few pupils of this State attend public schools out-side the State. There are no fresh grounds reconsider this decision.

Item IV(ii). In pursuance of the recommendations of the Secondary Education Commission, the Schemes mentioned have been adopted for Coorg under the Five Year Plan/ Educational Development -

(1) Establishment of two Multi-purpose High Schools with five courses.

(2) Improvement of science teaching in Schools.

(3) Improvement of teaching in schools.

(4) Improvement of School Libraries.

(5) Introduction of one additional craft in 7 Middle Schools.

(6) Publication of Bulletins.

All relevant particulars of the schemes mentioned above have been furnished to the Government of Ind further reports required on these will be continu to be furnished in future.

In regard to the sanction of grants for Auxiliary Cadet Corps, I am to state that there is no delay in sanctioning the grants. I am however, to suggest that due to monsoon which continues right upto the middle of October and terminal examinations coming up in September-October and December and the final examinations in March - April, it would be better to conduct the Auxiliary Cadet Corps or National Cadet Corps camps between March and June when all concerned will be free from class work and when the weather also will be favourable in this State. I am also to suggest that Seminars and Conferences of the teachers should also be held during this period to avoid dislocation of work during the school terms.

In regard to the organisation of extra curricular activities, many of the activities are in vogue in the schools in this State and suitable action is being taken for the organisation of other extra curricular activities.

Item V and VI. There is no University in Coorg. There is one first Grade College in this State and it is affiliated to the Madras University and consequently whatever regulations or methods are adopted by the University of Madras for the teaching of Economics

Economics and History, are being followed as a matter of Course in the Coorg Government College.

Item X. - The College in Coorg is affiliated to the Madras University and the Secondary School Leaving Certificate Examination at the termination of Secondary Education in Coorg is conducted by the Government of Madras by mutual arrangement and as such the recommendations of the Board on this item, if adopted by the University of Madras, will be automatically followed in Coorg. I am, however, to state that this Government agrees with these recommendations in principle.

Yours faithfully,

(T. C. Kurian)
[illegible]

Copy to the State Educational Officer, Coorg/Principal, Government College, Mercara/Special Officer for Education, Coorg.

The State Educational Officer, Coorg is requested to issue necessary instructions to the Headmasters of Schools to admit Scheduled Castes and Scheduled Tribes students into the existing Government Hostels, when they seek admission into hostels.

KBM/2-9.

NT SECRETARIAT. COOR
29 SEP 1955
7560

No. F.3-1/55-D.1.,
Government of India,
Ministry of Education.

New Delhi, the u/8 1955.

From

The Secretary to the Govt. of India.

To

All State Governments.

Subject:- Proceeding of the 22nd Annual meeting of the Central Advisory Board of Education - action taken.

P. 52 - K.(i)

Sir,

I am directed to refer to this Ministry letter No. F.3-1/55-D.1 dated 29/6/55 and to make the following amendment therein:-

Please read the first sentence of para 2 of the aforesaid letter as follows:-

"All recommendations of the Board excepting item III (e) and III (K)(para 2) have been accepted by the Government of India in principle."

2. The recommendation at item III(K)(para 2) relates to the age of retirement of teachers particularly refugee teachers. The matter is still under consideration of the Government of India. Any decision, as soon as arrived at, will be communicated to the state governments.

Yours faithfully,

Veda Prakasha

(Veda Prakasha)
for Secretary.

COORG GOVERNMENT SECRETARIAT
14 OCT 1955

TO BE PUBLISHED IN PART I SECTION II OF THE GAZETTE OF INDIA

No:F.4-8/54-D.I.(Pt.II),
Government of India
Ministry of Education

New Delhi, dated the 1st October, 1955.

NOTIFICATION

Central Advisory Board of Education.

The following members of Parliament have been duly re-elected by the Rajya Sabha as members of the Central Advisory Board of Education from the dates mentioned against each:-

1.	Shrimati Mona Hensman	19-9-1955.
2.	Shri R.C. Gupta.	19-9-1955.

2. Dr. B.P. Pal has been re-nominated by the Indian Council of Agricultural Education as their representative on the Central Advisory Board of Education for a period of 3 years with effect from 7th August, 1955.

No. A. 6. 14942 Mercara, the 8th Nov. '55

Copy forwarded to the S.E.O., Coorg for information

S.O.E

K G Saiyidain
(K.G. Saiyidain)
Additional Secretary.

for Ch. Secy.
4.11.55

To

The Manager,
Government of India Press,
New Delhi.

Copy forwarded to:-

1. All Members of the Central Advisory Board of Education.
2. All State Governments.
3. Inter-University Board of India, Senate House, University Buildings, Triplicane, Madras-5.
4. All India Council for Technical Education.
5. Indian Council of Agricultural Education.
6. Rajya Sabha Secretariat, New Delhi.
7. Lok Sabha Secretariat, New Delhi.

(K.G. Saiyidain)
Additional Secretary.

TO BE PUBLISHED IN PART I SECTION II OF THE GAZETTE OF INDIA

No.F.4-8/54-S.1(Pt.II)
Government of India,
Ministry of Education.

New Delhi-2, the October, 1955.

NOTIFICATION

CENTRAL ADVISORY BOARD OF EDUCATION IN INDIA

Shri A.A.A. Fyzee, Member, Union Public Service Commission, has been nominated by the Government of India as a member of the Central Advisory Board of Education for a period of 3 years with effect from 12.9.1955.

K.G. Saiyidain
(K.G. Saiyidain)
Additional Secretary.

To

The Manager,
Government of India Press,
New Delhi.

Copy forwarded to:-

1. All members of the Central Advisory Board of Education.
2. All States Governments.
3. Inter-University Board of India, Senate House, University Buildings, Triplicane, Madras.5
4. All Indian Council for Technical Education
5. Indian Council of Agricultural Education.
6. Lok Sabha Secretariat.
7. Rajya Sabha Secretariat.
8. Union Public Service Commission, New Delhi.

Vum
7/11

By order,

for Secretary.

S.N./14.10.

TO BE PUBLISHED IN PART I SECTION II OF THE GAZETTE OF INDIA

No.F.4-8/54-S.1(Pt.II)
Government of India,
Ministry of Education.

New Delhi-2, the October, 1955.

NOTIFICATION

CENTRAL-A DVISORY BOARD OF EDUCATION IN INDIA

Shri A.A.A. Fyzee, Member, Union Public Service Commission, has been nominated by the Government of India as a member of the Centra-l A-dvisory Board of Education for a period of 3 years with effect from 12.9.1955.

(K.G. Saiyidain)
Additional Secretary.

To

The Manager,
Government of India Press,
New Delhi.

Copy forwarded to:-

1. All members of the Central Advisory Board of Educa-tion.
2. All States Governments.
3. Inter-University Board of India, Senate House, University Buildings, Triplicane, Madras.5
4. All Indian Council for Technical Education
5. Indian Council of Agricultural Education.
6. Lok Sabha Secretariat.
7. Rajya Sabha Secretariat.
8. Union Public Service Commission, New Delhi.

7/11

By order,

for Secretary.

S.N./14.10.

COORG GOVERNMENT [illegible]ETARIAT
6 - DEC 1[illegible]
B3366

By Agd parcel

J[illegible]
6.12.55

IMMEDIATE.

No. D.5869/55-D.1.,
Government of India,
Ministry of Education,

New Delhi-2, the 28 November, 1955.

From

The Secretary to the Government of India.

To

(i) A and B State Governments (5 Copies each).

(ii) C and D State Governments, (3 copies each).

.....

SUB: PROCEEDINGS OF THE 22ND MEETING OF THE CENTRAL ADVISORY BOARD OF EDUCATION - DISTRIBUTION OF.

....

Sir,

I am directed to forward herewith 5/3 copies of the proceedings of the 22nd Meeting of the Central Advisory Board of Education held at New Delhi in January, 1955.

3 copies rec'd
J[illegible]

Yours faithfully,

J. L. Haoladar.
(J.L.Haoladar)
for Secretary.

No. A.6/18782
B.Dis: 298/55

Mercara, the 3/12.1955

Copy with a copy of the proceedings forwarded to the S.E.O., Coorg
P.A. to [illegible] for [illegible]

Malhotra/xi.xi.55.

[illegible] 3.12.55
for Ch. Secy.

[illegible]
23/12/55

TO BE PUBLISHED IN PART I SECTION II OF
THE GAZETTE OF INDIA.

No.F.4-8/54-D.1(Pt.II),
Government of India,
Ministry of Education,

New Delhi-2, the 11th October,1955.

NOTIFICATION

CENTRAL ADVISORY BOARD OF EDUCATION IN INDIA

The following members have been elected by the Lok Sabha to serve on the Central Advisory Board of Education with effect from 3-10-55:-

1. Shri Hira Vallabh Tripathi.
2. Shri C.R.Lasappa.
3. Shri Frank Anthony.

(K.G.Saiyidain)
Additional Secretar

To

The Manager,
Government of India Press,
New Delhi.

Copy to:-

1. All Members of the Central Advisory Board of Education.
2. All State Governments.
3. Inter-University Board, Senate House, University Buildings, Triplicane, Madras-5.
4. All India Council for Technical Education.
5. Indian Council of Agricultural Education c/o Mansingh Road, New Delhi.
6. Lok Sabha Secretariat (reference their Office Memorandum No.661-CI/55, dated 7.10.55.)
7. Rajya Sabha Secretariat, New Delhi.

5/1

By Order,

Assistant Educational Adviser.

A. Secy)

Kewal)23/-

No.A.6. 19037
D.Dis.298-55.

Mercara, the 4th Jan Dec.,56

Copy forwarded to the SFO, Coorg for information.

Ch.Secy:

TO BE PUBLISHED IN PART I SECTION II OF THE GAZETTE OF INDIA.

GOVERNMENT SECRETARIAT
5 - NOV 1955

No.F.4-8/54-D.1(Pt.II),
Government of India,
Ministry of Education,

New Delhi-2, the 1/11 October, 1955.

NOTIFICATION

CENTRAL ADVISORY BOARD OF EDUCATION IN INDIA

The following members have been elected by the Lok Sabha to serve on the Central Advisory Board of Education with effect from 3-10-55:-

1. Shri Hira Vallabh Tripathi.
2. Shri C.R.Basappa.
3. Shri Frank Anthony.

(K.G.Saiyidain)
Additional Secretary

To

The Manager,
Government of India Press,
New Delhi.

Copy to:-

1. All Members of the Central Advisory Board of Education.
2. All State Governments.
3. Inter-University Board, Senate House, University Buildings, Triplicane, Madras-5.
4. All India Council for Technical Education.
5. Indian Council of Agricultural Education c/o Mansingh Road, New Delhi.
6. Lok Sabha Secretariat (reference their Office Memorandum No.661-CI/55, dated 7.10.55.)
7. Rajya Sabha Secretariat, New Delhi.

By Order,

Assistant Educational Adviser.

....

Kewal)23/-.,

COORG GOVERNMENT SECRETARIAT.
5 - NOV 1955

No.F.23-49/55-B.1,
Government of India,
Ministry of Education,

New Delhi-2, the 1/XI/ October,1955.

From

The Secretary to the Government of India.

To

27. The Secretary to the Govt. of Coorg,
Education Department, Mercara.

SUB: HOSTELS FOR SCHEDULED CASTES ETC. UNDER ARTICLE 75(1) OF THE CONSTITUTIONS.

.....

Sir,

I am directed to say that as a result of the recommendations made by the Central Advisory Board of Education at its 22nd meeting held in January,1955, it was decided that instead of segregating these students in separate hostels, steps should be taken to reserve seats for them in the general hostels and, if necessary, build annexures to such hostels for the purpose. The Government of Bihar/etc. are requested to take necessary steps to give effect to the above decision.

Yours faithfully,
A Rajan.
(Miss S. Rajan)
for Secretary.

....

Kewal)13/-.,

DESPATCHED

GOVERNMENT OF COORG.
CHIEF SECRETARIAT.

No.A.6.18692
D.Dis.298-55.

Mercara, the 30th Decr 1955.

To - The Secretary to the Govt. of India,
Ministry of Education, New Delhi.

Subject:- Hostels for Scheduled Castes, etc under Article 275(1) of the Constitution.

Sir,

I am directed to refer to your Ministry's letter No.F.23-49/55-B.1, dated the 1st November,1955 on the subject mentioned above and to state that as already intimated in this office letter No.A.6.10125/D.Dis. 298/55, dated the 2nd September,1955, this Government do not consider it necessary nor desirable to reserve any seats in the general hostels exclusively for the Scheduled Castes and Scheduled Tribes pupils ~~inasmuch~~ as they are admitted freely ~~without any reservation~~ (where seats are available to all pupils irrespective of caste or creed) into the general hostels ~~and that as they are in addition given monetary grants~~ to ~~meet the boarding charges for residing in such hostels.~~ I am ~~to add~~ further to state that the authorities concerned have been directed to admit all the applicants of SC and STs to ~~in~~ their hostels as and when they seek admission into them. I am to add that ~~they~~ the pupils belonging to the Scheduled Castes and Tribes are also given Grants to meet their boarding Charges while they reside in the Hostels.

Yours faithfully,

Chief Secretary.

M E M O R A N D U M

Appendix A(i)

CENTRAL ADVISORY BOARD OF EDUCATION IN INDIA.

Item III(a)(i) of Agenda.

Twenty-second Meeting - New Delhi,
12th to 14th January, 1955.

Subject:- Report on the progress of Educational Development Plans implemented by the Government of India.

GOVERNMENT OF INDIA MERIT SCHOLARSHIPS IN PUBLIC SCHOOLS

In order to make available the benefits of a Public School education to poor but meritorious students who would otherwise have been unable to secure them the Government of India instituted in 1953 a scheme of scholarships tenable at schools which are members of the Indian Public Schools Conference. The awards, which are made on an all-India basis are open to all children in the age group 5+ to 11+, with a 17½% reservation for children belonging to Scheduled Castes, Scheduled Tribes and Other Backward Classes. The scholarship once awarded shall be continued, subject to satisfactory progress until the scholars complete their school leaving examination courses. The value of each scholarship shall depend upon the income of parents/guardian, and in suitable cases will also cover the clothing expenses and pocket money of the scholar.

2. For the academic year 1953-54, 57 candidates were selected out of over a 1,000 applicants; of the selected candidates, 11 are from Scheduled Castes, Scheduled Tribes and Other Backward Classes. All except 3 have availed themselves of the scholarships awarded and joined the schools to which they were nominated. A sum of Rs.32,355/- was spent on these scholarships during 1953-54.

3. As a result of an informal conference convened by this Ministry in March, 1954, and attended by the Directors of Public Instruction of various States, the Headmasters of the various Public Schools and the Officers of the Psychological Research Wing of the Defence Ministry to review the working of the scheme, it was decided to liberalise the scheme in some details, e.g., by the provision of a clothing allowance for children of parents whose income is less than Rs.250/-, and the provision of travelling allowance to cover the cost of the child's journey to and from the school. Selection for the current year's awards, which will be under the liberalised scheme, as well as for the scholarships which, at the suggestion of this Ministry, some *Public Schools had instituted more or less on the same lines as the Government of India scholarships and for which they requested this Ministry to make selections, is now under way. The names of the selected candidates are expected to be announced by the end of December, 1954.

CAO

*Name of School	No. of Scholarships instituted.
1. Lawrence School, Sanawar.	16
2. Lawrence School, Lovedale.	6
3. M.G.D. Girls' Public School, Jaipur.	2
4. Daly College, Indore.	1
5. Rajkumar College, Rajkot.	1
6. Mayo College, Ajmer.	16 (4 half-freeships and 12 quarterfree-ships).

4. A budget provision of Rs. 2 lakhs exists on account of this scheme for 1954-55 and provision for Rs.3,25,000 has been made in the budget estimates for the year 1955-56. This will progressively increase each year by about Rs.1.0 lakh until in the 10th year of the operation of the scheme the expenditure is expected to be Rs. 10.0 lakhs.

Research Scholarships in Humanities.

The University Education Commission in their report drew the attention of the Government of India to the marked trend to shift from the Arts to Natural Sciences, particularly among the better class of students and the dangers to the community of an unablanced development of material knowledge, power and energy, with a more or less complete absence of wide-spread influences of the humanities, especially in a period of crisis and conflict. In order to remedy these defects and to secure an un-interrupted supply of young workers, infused with the right attitude and biasfor study in the Humanities, the Government of India instituted in 1953 this scheme for the award of Research Scholarships.

2. The scheme envisages the award of not more than 100 scholarships annually during 1953 and 1954, each of the value of Rs.200/- per mensem, to First Class M.A.'s, (or persons holding an equivalent degree) for doing higher research in any branch of the Humanities at a University or approved research centre. The scholarships are normally tenable for a period of two years but may in exceptional cases be extended to 3 years. The selections are made on the recommendations of an ad-hoc Selection Committee appointed by the Government of India.

3. The scheme was approved by Government in August, 1953, and applications for the first scholarships under the scheme were invited in September, 1953. Out of about 500 applications,

27 candidates finally awarded scholarships with effect from January, 1954. As the scheme was approved late in the year and as only 27 candidates were found suitable for scholarships as against 100 for whom the scheme provided, a sum of Rs.9,922/- only was spent during 1953-54.

4. A provision of Rs.5 lakhs exists in the current year's Budget of the Government of India for expenditure on this Scheme and a sum of Rs.3,60,000/- has been provided for the next financial year.

5. For the second batch of awards under the scheme, 192 applications were received and, as recommended by the Selection Committee set up by Government under the chairmanship of Sardar K.M.Panikkar, scholarships have been offered to 51 candidates.

6. The scheme has been sanctioned as an experimental measure for three years and provides for the selection of two batches of scholars. A special Committee will be set up by this Ministry in 1955 and on the basis of their recommendations it will be decided whether the scheme should be continued and, if so, with what modifications.

Scholarships to young workers in different cultural fields.

1. For the first awards under the scheme about 2000 applications were received in October, 1953. The Selection Committee set up by Government for the purpose under the Chairmanship of Mr. Justice P.V.Rajamannar, Chairman, Sangeet Natak Akademi, recommended 49 candidates for scholarships. The names of the applicants selected for the awards were announced on 9-11-54 and formal letters offering scholarships were issued.

2. A provision of Rs. 3 lakhs exists in the current year's Budget of the Government of India for expenditure on the scheme. A sum of Rs.3,50,000 has been provided for the next financial year.

3. A special Committee will be set up by this Ministry sometime in 1955 to review the progress of the scheme and assess results. On the basis of the Committee's recommendations, the question whether the scheme should be continued and if so, with what modifications, will be decided.

DEVELOPMENT OF CULTURAL ACTIVITIES

During the year 1954-55, a sum of Rs.10,00,000/- has been provided for development of cultural activities. It has been the firm belief of Government that through the medium of cultural relations with foreign countries much can be achieved in the way of promotion of mutual understanding and goodwill between India and foreign countries. With this aim in view, the Government have undertaken a number of activities. The more important of these are:-

1. Sending of delegates to International Congresses and Conferences or assisting individuals to go and attend such conferences.
2. Sending of Cultural lecturers abroad - Dr. A.S.Altekar, Head of Department of Indian History and Ancient Cultural, Patna University was deputed on a lecture tour of the British West Indies, British Guiana and Jamaica.
3. Grants to Educational and Cultural Institutions abroad.
4. An Indian Artists' Delegation was sent to the U.S.S.R. on an invitation from that Government.
5. A student-cum-teachers delegation from Indian University was helped in going to U.S.S.R.
6. A cultural delegation of Artists from the Republic of China has been invited to tour India.
7. Assistance was also given to enable parties of Indian dancers to visit foreign countries.
8. Hockey and football teams were sent to Afghanistan to participate in the Afghan Jashan Day Celebrations. Sports teams from other countries are also being helped financially in order to play against Indian teams in various cities in India.
9. To spread knowledge about India, books on Indian History, cultural, religion, art, literature, Philosophy and other subjects were presented to foreign institutions, libraries, schools and other dignatories.

Proposals for promotion of education in places where a large percentage of Indian are settled and encouragement of the study of Hindi in those places are also under consideration of the Government. The Government also intend to send cultural lecturers to these places and also present sets of selected books on Indian History, culture, art, language, literature, etc. to a number of important libraries in foreign countries.

FINANCIAL ASSISTANCE TO EMINENT WRITERS AND ARTISTS IN INDIGENT CIRCUMSTANCES.

In order to encourage the development of literature and art

Contd.......5.

in the country, the Government of India have decided to provide funds each year from which a suitable allowance and/or a lump sum grant can be made to persons distinguished in letters, art and other such walks of life who may be in indigent circumstances.

The scheme is meant for the benefit of only those persons who have made substantial contribution to the field of literature, art or such other fields and who are really in indigent circumstances.

A budget provision of Rs. 1,00,000 was made each year during 1952-53 and 1953-54. During the current financial year there exists a budget provision of Rs.1,50,000/-.

So far financial assistance has been given to about 80 persons.

ACADEMY OF DANCE DRAMA & MUSIC, ACADEMY OF LETTERS AND ACADEMY OF ARTS:

In 1944, the Government of India accepted, in principle, a proposal of the Royal Asiatic Society of Bengal (as it was then called) that a National Cultural Trust should be set up to encourage cultural activities in all fields. The Trust to include three Academies-one in Letters, one in the Visual Arts and one for Dance, Drama and Music. After the National Government was established in 1947, three Conferences were convened to work out in detail the implications of this proposal. The Conference agreed about the need for the Academies but felt that since a National Government had now been established, it was not necessary to set up a National Trust. Steps could however, be taken to set up the Academies as autonomous bodies and provide them with the funds necessary for their work. The Government of India accepted this recommendation.

Academy of Drama, Dance and Music was accordingly set up in 1953 under the name "Sangeet Natak Akadami". Similarly the Academy of Letters was set up under the title 'Sahitya Akademi' in March this year. The Academy of Arts under the name 'Lalit Kala Akademi' was set up in August last and with its establishment the programme for the establishment of the National Cultural Trust is now complete.

Contd..........6.

102

Academy of Hindustani Music

Nothing tangible has been done in the setting up of the Academy of Hindustani Music. The Government of India is still in negotiation with the Government of Uttar Pradesh and other State Governments regarding this matter.

Academy of Karnataka Music

The matter has been closed as the question of the setting up of the Academy has not found favour with the Government of Madras.

Acquisition of Art Objects

In 1953-54 a sum of Rs.51,000/- approximately was spent for the purchase of art objects and a sum of Rs.1,28,500/- was contributed to the National Art Treasures Fund. A provision of Rs.5 lakhs exists in the current year's budget for the purchase of contemporary and old art objects and for contribution to the National Art Treasures Fund.

National Gallery of Modern Art

In order to preserve the works of contemporary art of the country, the Government of India have set up a National Gallery of Modern Art in Jaipur House, New Delhi. It was formally opened on 29th March, 1954, by Dr. S. Radhakrishnan, the Vice-President of the Indian Republic.

Indian Council for Cultural Relations.

There is a provision of Rs.2.5 lakhs in the current year's budget for the I.C.C.R. out of which a grant of Rs.2 lakhs has already been paid to the Council. There has been steady progress in the activities of the council during the year and special mention may be made of the following:-

(1) The Students' Service Unit of the Council organised a very successful educational-cum-recreational Summer camp for foreign students in Kodaikanal. The camp was attended by students coming from 16 different countries abroad who are now studying in India.

(2) Mr. E.M.Mtopuka, a well-known journalist from Central Africa, has been invited to India by the Council on a six-month scholarship to study journalism.

Contd.......7.

(3) Dr. Suniti Kumar Chatterjee, Chairman, West Bengal Legislative Council and a well-known anthropologist and philologist has recently undertaken a successful cultural tour of West Africa (Gold Coast, Nigeria and Liberia) under the auspices of the Council.

(4) Two cultural lecturers, Sarvashree S.C.Dixit and Mahatan Singh, have been sent to Trinidad, British West Indies, for teaching Hindi to the Indian community there.

(5) The Council has sanctioned a grant of Rs.25,000/- to the Ramakrishna Mission Society, Rangoon, for its cultural activities.

Maulana Abul Kalam Azad, Minister for Education, has been renominated as the President of the I.C.C.R. by the Government of India for a period of three years.

DIRECT GRANTS TO PUBLIC SCHOOLS.

The Government of India decided in 1953, in accordance with the recommendation of the Secondary Education Commission's report (p.51) that "State or Central assistance should be given to them (Public Schools) on a gradually diminishing scale, till at the end of that period (5 years) they will either become self supporting or will close down, if adequate public support is not forthcoming. But the State or the Centre may provide for certain free studentships for Public Schools to be given on the basis of selection".

The Government of India have therefore decided to (1) institute a scheme of merit scholarships in these schools (2) and to make certain ad-hoc grants to Public schools where there is enough justification or there is a commitment on the part of the Government.

With regard to (1) above information is given separately. Regarding (2) in 1953-54, the Mayo College, Ajmer and the M.G.D. Girls Public School, Jaipur, were given ad-hoc grant-in-aid to the nextent of Rs.50,000 and Rs.22,000 respectively.

During the current year, a budget provision of Rs.3,00,000 exists for the purpose. An ad-hoc grant of Rs.25,000 has been given to the Doon School, Dehra Dun so far. The grants to the Public Schools are not given as a matter of course and in no case to schools which are able to meet their expenses. A detailed scrutiny of the audited accounts of the Schools is made and no grant is paid if Government are not convinced that there is enough justification or the grant. Moreover a grant is given usually on 'half the eficit' basis on the understanding that the School will raise the cessary amount to cover the balance of the deficit and also that will take steps to wipe out its recurring deficit within a few ars.

Appendix A(ii)

MEMORANDUM

CENTRAL ADVISORY BOARD OF EDUCATION IN INDIA

Twenty-second meeting, N. Delhi
12th to 14th January, 1955.

Item III(a)(ii)

Report on the Five Year Plan of Education Development in Basic, Secondary and Social Education.

Scheme No. I

The general purpose underlying the Intensive Educational Development Scheme is to work out, under favourable conditions, the whole idea of Basic Education from the Primary to Post-graduate (Training) level, to develop suitable techniques of work experimentally and by associating with it a comprehensive programme of social Education, to study their impact on the total life of the local community. All the institutions under this scheme will be located in one small compact area so that their activities could be co-ordinated with one another and they could be developed as a coherent whole. This will provide in each state a centre of progressive education and research through which improved methods and techniques of work as well as material of instruction could be made available to the other Basic and Social Educational Institutions.

The scheme comprises the following sub-schemes:-

(i) (a) A Post-Graduate Training College for the staff of Basic Training College and the administrative personnel.

(ii) (a) A Basic Training College for Primary (Junior Basic) School Teachers.

(b) Two Junior Basic schools for practice and demonstration.

(iii) Five model community Centres.

(iv) An Integrated Library Service.

(v) Janata College.

(vi) Improvement of Basic and Primary schools.

Financial assistance was offered to the State Governments to the extent of 66% on non-recurring and 60% to $33\frac{1}{3}$ (on a sliding scale) on the recurring expenditure for setting up and improvement of the above institutions.

The scheme was started in some States in 1952-53 during which year sanctions were issued to 26 States, but only 10 states could implement the scheme (Annexure II). ∠In 1953-54, grants were sanctioned for 14 states (Annexure II).∠ During the current year proposals have so far been received from 26

Contd.......

States, out of which sanctions have been issued in favour of 21 States (Appendix III). The total amount sanctioned on this scheme so far yearwise is given below:-

Year	Amount
1952-53	Rs. 33,27,522
1953-54	Rs. 25,79,917
1954-55 (upto 16-11-54)	Rs. 43,08,537

It is not, therefore, possible to form a precise idea of the progress achieved under the scheme as many State Governments have yet to send us their progress reports.

SCHEME NO.1

Grants sanctioned to various State Governments in 1952-53.

Annexure I

S.No.	Name of the State Government.	Amount sanctioned	Amount utilized	Remarks
1.	Assam	3,10,111	66,000	
2.	West Bengal	3,84,205	38,597	
3.	Bihar	2,10,336	2,10,336	
4.	Bombay	64,893	64,893	
5.	Madhya Pradesh	47,520	-	
6.	Madras	58,369	58,369	
7.	Orissa	1,72,955	34,650	
8.	Punjab	18,150	9,900	
9.	Uttar Pradesh	3,96,838	-	
10.	Hyderabad	30,114	-	
11.	Madhya Bharat	1,65,153	-	
12.	Mysore	62,064	-	
13.	Pepsu	10,988	-	
14.	Rajasthan	74,481	-	
15.	Saurashtra	2,38,920	-	
16.	Travancore-Cochin	44,346	40,840	
17.	Ajmer	66,576	-	
18.	Bhopal	1,98,000	-	
19.	Bilaspur	94,915	29,788	
20.	Coorg	89,532	-	
21.	Delhi	2,60,760	-	
22.	Himachal Pradesh	17,460	13,260	
23.	Kutch	8,034	-	
24.	Manipur	12,500	-	
25.	Tripura	1,56,610	-	
26.	Vindhya Pradesh	1,33,692	54,604	
	Total:-	33,27,522	6,21,237	

SCHEME NO.1

(Annexure ii)

Grants sanctioned to various State Govts. during 1953-54

S.No.	Name of the state	Amount sanctioned	Amount utilized.	Remarks
1.	Assam	72,124	x	
2.	West Bengal	4,78,336	x	
3.	Bihar	3,63,808	3,34,911	
4.	Madras	1,20,000	66,000	
5.	Uttar Pradesh	7,36,855	xx	
6.	Madhya Bharat	56,510	39,086	
7.	Pepsu	42,728	xx	
8.	Rajasthan	2,49,969	1,80,098	
9.	Bhopal	77,261	x	
10.	Bilaspur	2,23,826	xx	
11.	Coorg	80,140	x	
12.	Kutch	2,000	1,502	
13.	Tripura	61,860	40,204	
14.	Andaman & Nicobar	14,500	xxx	
	Total:	25,79,917	6,61,801	

x Amount not utilized.

xx Implemented but utilization figures not indicated.

xxx Information not available.

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SCHEME NO.1

(Annexure iii)

Grants sanctioned to various State Govts. during 1954-55(upto 16.11.54)

S.No.	Name of the State	Amount sanctioned	Remarks
1.	Assam	2,72,523	
2.	West Bengal	3,84,723	
3.	Bihar	3,61,423	
4.	Bombay	3,97,764	
5.	Madhya Pradesh	4.01.104	
6.	Madras	1,61,282	
7.	Orissa	1,77,158	
8.	Punjab	4,10,817	
9.	Uttar Pradesh	3,21,453	
10.	Hyderabad	67,294	
11.	Madhya Bharat	54,962	
12.	Mysore	43,183	
13.	Pepsu	67,320	
14.	Rajasthan	3,13,775	
15.	Saurashtra	2,33,511	
16.	Ajmer	8,082	
17.	Bhopal	2,66,017	
18.	Coorg	86,321	
19.	Delhi	1,65,611	
20.	Himachal Pradesh	12,268	
21.	Vindhya Pradesh	1,01,946	
	Total:-	43,08,537	

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SCHEME NO.3(b)-- **Production of suitable literature for children and adults.**

Under this scheme the Ministry intend to stimulate production of greater volume and better quality of literature for adults and children.

I. The various items for adult literature are as follows:-

(a) Reproduction in regional languages the adult education pamphlets in Hindi which have been published by the Idara Talim-O-Taraqqi, Jamia Millia Islamia, Delhi, under a Scheme sponsored by this Ministry in 1950.

(b) The Central Government will meet the 50% of the cost in the case the publications are distributed free of cost and 50% of the subsidy in the event of the publications being priced below cost.

Details of the amount sanctioned during 1953-54 and 1954-55 are as follows:-

1953-54

		Amount sanctioned
West Bengal.	i) For the publication of 8 Books	Rs.21,500
	ii) " " " " an album of representative paintings)	Rs. 7,500
Travancore-Cochin	For the publication of 14 books for children and 4 books for adults.	Rs.12,500

During 1954-55: The following amounts were sanctioned:

States	Items approved	Amount sanctioned.
Assam	2 books for Basic Edn.) " " " Social Edn.)	Rs.4,000
W.Bengal	Publication of an album of representative Paintings)	Rs.7,500
Bihar	6 books	Rs.4,800
Bhopal	4 books for adult Education 4 " " children(11-14 age group) 4 " " " (6-11 age group)	Rs.10,000
Delhi	5 books	Rs.7,500
M.Pradesh	12 books in Hindi Literature 12 books in Marathi ")	Rs.23,079
Saurashtra	Weekly adult Bulletin Brizes to authors of children Literature) " " " " adult Literature)	Rs.3,005
(b)	Preparation and publication in Hindi of the following three books:-	

(i) History of India.
(ii) History of the World.
(iii) Story of life.

....

These books will cater to adults who have not gone beyond the 8th Standard and will present them with broad principles of development of life and man in an interesting manner.

(c) Early this year the Ministry set up a Folk Literature Committee to encourage worthwhile literature for neo-literates in the various regional languages of the country. In March,1954 authors and publishers were asked to submit books for a prize-competition. It was decided that the Ministry will give 35 prizes of Rs.500/- each, and out of these 5 books will be awarded a further prize of Rs.500/- each. The 35 prizes were announced on 2.10.54.

The Ministry will supply 1000 copies of each of the prize winning books to Community Projects. The Development Commissioners have been requested to purchase copies of approved books. During 1954-55, the scheme will cost Rs. 1 lakh.

(d) In order to place the writing of books for neo-literates on a scientific basis, a vocabulary research unit for the Delhi area was set up in February,1954 as a pilot project. The Unit has by this time compiled a list of proverbs and have listed about 200 words in order of frequency.

The cost of the project in 1954-55 will come to Rs. 13,500/-.

(e) Besides the above Schemes, the Ministry has also under preparation Popular Encyclopaedia for adults who have read upto the 8th Standard. The first volume of the Encyclopaedia will be brought out during the current year. The work on second Volume has already begun. This scheme has cost so far Rs. 15,000/-.

(f) The programme of publication of Social Education literature in Hindi, which the Government of India started in March,1950 through the agency of Idara Talim-O-Taraqqi, Jamia Millia, New Delhi is continuing. Nearly 170 pamphlets have been brought out so far under this scheme. These pamphlets, which are being sent to the State Governments for free distribution amongst the Social Education Centres and other Educational institutions, have been well received and have proved useful reading material for neo-literates. The programme has cost so far Rs. 2,75,000/-

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(g) LITERARY WORKSHOPS

The Government of India with the co-operation of Ford Foundation organised four Literary Workshops for the 4 Zones of India - for Northern India at Alipur (Delhi), for Western India at Pânhala (near Kolhapur in Bombay State), for Southern India at Mysore and for Eastern India at Santiniketan. At the literary Workshops the candidates were given training in the art of simple writing for neo-literates. The following statement gives the more important information about the four Workshops:-

Name of Workshop.	Dates on which organised.	No.of candidates trained.	No.of manuscripts produced & languages in which they were produced	States from which candidates were trained.	Name of Director of the Workshop & remuneration paid to him.
Alipur	1.8.53 to 31.8.53	24	24 in Hindi and Punjab.	Bihar, Punjab, U.P., Delhi, & Himachal Pradesh	Mr. Musthaq Ahmed Rs.700/-
Mysore.	15.1.54 to 14.2.54.	23	Produced 143 pieces in the forms of cards, folders & books. For neo-literates in the Ist stage 54 cards, 38 folders and 13 books were prepared, for the 2nd stage 12 books were prepared. and for the 3rd stage 26 books were prepared. These were produced in Tamil, Telegu, Kannada, & Malayalam.	Madras, Andhra, Hyderabad, Coorg, Mysore & Travancore-Cochin.	Shri.T. Madiah Gowda. Information not received.
Panhala.	15.2.54 to 14.3.54	23	23 (Each trainee composed a manuscript of about 4000 words.) in Hindi, Gujrati, Marathi.	Bombay, Madhya Bharat, Madhya Pradesh Saurashtra, Rajasthan & Vindhya Pradesh.	Acharya S.J. Bhagwat Rs.700/-
Santiniketan	8.6.54 to 6.7.54	21	21 in Assamese Bengali & Oriya.	Assam, Orissa, West Bengal, Manipur & Tripura.	Prof. Priya Ranjan Sen. Rs.1000/-

Some of the really good manuscripts written by the trainees at the Workshops are being published either out of the funds provided by the Ford Foundation or under the Ministry's programme of publication of Social Education literature.

The publication of any manuscript produced at the Workshops, cannot be construed as 'maintaining contact' with the trainees. It is assumed that the copyright of the literature produced at the Literary Workshops belong to Government of India,. No formal or informal permission of the writers is therefore considered necessary, should we decide to make use of a literar product of a Workshop.

The Directors of the Literary Workshops were nominated by the Ministry. In doing so their past services in the field of literature for adults or their mastery of the technique of writi for neo-literates and their knowledge of adult education problems was the paramount.consideration.

The trainees were paid a stipend of Rs.100/- each, besides single second class return fare.

The part played by the State Governments in the Organisatio of Literary Workshops consisted in suggesting names of suitable persons who could be taken as trainees in the Workshops. The expenditure for the organisation of the Workshops have been borne by the Ford Foundation. It came to Rs.10,000 to Rs.14,000/- per Workshop. The duration of each Workshop was about I month. There is no plan at present of repeating these workshops for literature for neo-literate adults. But the idea of having Literary Workshops for Children's literature is being informal mooted in the Ministry.

II. The various items for childrens' literature are as follows:-

(a) The production of childrens' literature is also included under I(a), above.

(b) With a view to indicate the desirable standard of production of childrens' books the Ministry have taken upon themselves to produce some childrens' books. The following books are under preparation :-

1. Indian Shipping - in cooperation with Toy Carts.
2. A story book for children.
3. Baune Ki Kheti.

(c) To increase the volume of children's Literature and to feed Libraries coming up in the country this Ministry has undertaken to produce directly a large number of well-written and attractive children's books in Hindi on a variety of themes. This Scheme is being implemented through the agency of Maktaba Jamis who have been entrusted with the work of publishing 25 graded books this year at a total cost of Rs. 62,000.

(d) In order to draw authors and Publishers into co-operation in the Scheme for the production of children's Literature in the various regional languages of India a prize scheme was ammounced and worked with the co-operation of the States. The State Governments were requested to invite entries for a competition and select and submit six best books in their regional languages for consideration for the award of prizes.

Selections of 20 books from these for the award of prizes of Rs.500/- each have been made. 2000 copies of each prize winning books will be purchased by the Government of India for distribution to schools and libraries in the various regions covered by the languages of the prize winning books.

A similar competition will be announced shortly for the next year. [illegible]

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SCHEME NO.4 of the First Five Year Plan of Educational Developmen

Under Scheme No.4 grants are given to State Governments for Cultural and Educational improvements and Experiments. The Scheme comprises the following sub-schemes:-

a) Development of some Selected Primary Schools as Schools-cum-Community Centres.

b) Improvement of Selected Secondary Schools.

c) Improvement of Library Service.

d) Training of teachers and workers in the field of Social Education.

e) Developing agencies of Informal Education.

f) Developing agencies of Pre-school Education.

g) Establishment of Urban Basic Schools.

Financial assistance is given to the State Governments to the extent of 66% on Non-Recurring expenditure and on the recurring expenditure, the Government of India's share was 60% in 1952-53 & 1953-54, is 50% in the current year and will be 33-1/3 in 1955-56. During 1952-53, grants were given to 15 States, but only 6 States could implement the Scheme [illegible] are [illegible] During 1954-55 Central assistance was given to 15 States. During the current year proposals were received from 24 States, out of which sanctions have been issued to 23 States.

Details of amounts disbursed under the scheme in 3 years is given in the Statement attached (Annexure IV).

As many State Governments have not sent us their [illegible] progress reports on the scheme, it is not possible to say how far the scheme has been actually implemented.

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Grants paid to State Govts. during 1952-55(upto Nov.,54)

ANNEXURE IV

SCHEME NO.4

STATE	1952-53 Sanctioned	1952-53 Utilised	1953-54 Sancd.	1953-54 Utilised	1954-55 Sanctioned. upto Nov.,1954
Andhra	-	-	-	-	129556
Assam	56,100	[illegible]	[illegible]	*	170782
W.Bengal	1,96,680	38,597	4,60,200	*	648601
Bihar	85,800	85,800	2,16,297	Utilised:	263831
Bombay	2,60,340	***	-	-	93926
M.Pradesh	58,080	***	3,27,700	*	838108
Madras	6,51,777	6,51,777	-	-	22823
Orissa.	56,562	***	-	-	34697
Punjab	1,45,200	66,000	40,236	46,280	63349
U.P.	-	-	5,72,220	5,72,220	577830
Hyderabad	-	-	-	-	No proposal
J & Kashmir	-	-	-	-	No proposal
M.Bharat.	-	-	32,316	39,043 @	4320
Mysore.	46,464	***	-	-	8259
Pepsu.	-	-	20,921	**-	8316
Rajasthan.	82,500	***	2,36,500	** -	494445
Saurashtra	-	-	46,020	**-	211134
Travancore Cochin	52,800	39,600	-	-	27234
Ajmer.	-	-	-	-	8425
Bhopal	-	-	57,177	**-	90414
Bilaspur.	1,00,000	34,553	13,720	*-	-
Coorg.	23,661	*-	19,395	*-	15730
Delhi.	3,15,384	*-	-	-	14367
H.Pradesh.	-	-	-	-	No Proposal
Kutch.	-	-	5,000	2,617	8300
Manipur.	15,000	*-	39,213	17,453	23254
Tripura.	-	-	-	-	Under Exam.
Vindhya Pradesh.	-	-	3,14,952	-	370589
A & N.Islands.	-	-	-	-	No Proposal
			24,01,867		32,89,295

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*Amount not utilised.
** Utilisation not indicated
***Information not available.
**** Proposals under consideration.
***** Proposal not received.

@ Expenditure more than sanction.

SCHEME NO.6:

This scheme relates to grants to Voluntary Organisations doing important educational or cultural work of the enduring nature in the following fields of education:-

1. Basic Education.
2. Social Education.
3. Nursery Education.
4. Juvenile Delinquency
5. Vocational and Educational Guidance.

I 1952-53: The Scheme formed part of Scheme No. 4 . . . during 1952-53 and a sum of Rs. 1,21,900 was sanctioned in favour of Voluntary Organisations.

II. 1953-54: During this year this scheme was made a full scheme and was christened as Scheme No.6. A sum of Rs. 15,99,010/- was sanctioned in favour of various institutions. Out of the above sum, only Rs. 5,42,207 were paid by way of instalments. It may be mentioned that where a substantial grant is sanctioned in favour of an institution, the grant is paid in instalments. The institutions who were paid first instalments during 1953-54 are now coming up for the release of the balance amount during the current year. The above amount also includes some sanctions which could not be released during the year under review due to non-fulfilment of certain prescribed conditions.

III. 1954-55: During 1954-55 upto 24th November,1954, a sum of Rs. 6,60,878 has been sanctioned to various institutions. Out of this a sum of Rs. 4,47,319/- has been paid by way of instalments. A number of applications are still under examination and more applications are pouring in.

As the Voluntary Organisations are not conversant with the methods of work in Government Offices, the Schemes are not sent in the form in which they should be resulting in loss of time by way of clarifications etc. It is therefore necessary that the State Governments should forward such Schemes to Govt. of India after due scrutiny.

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SCHEME TO RELIEVE EDUCATED UNEMPLOYMENT.

Under the Emergency Scheme, entitled the Scheme to Relieve Educated Unemployment, it was proposed to recruit during the year 1953-54 & 1954-55, 80,000 educated persons to work as Teachers in rural areas as well as 8,000 Social Education Workers for urban areas. The Central Government's assistance extends to the first three years. During 1953-54 and 1954-55, the Government contributed 75% of the recurring expenditure on teachers' salaries. During 1955-56, the contribution will be reduced to 50%, ending with 25% in the next year. In addition, a non-recurring grant for school equipment @ Rs.200/- per teacher is also given. In the field of Social Education, the Government of India shares 50% of the workers' salary and a contingent expenditure upto Rs.100/- per annum.

The scheme was launched in October,1953. A statement showing the expenditure incurred and the number of school teachers and social education workers sanctioned so far under the scheme is attached. (Annexure V)

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(Annexure.V)

STATEMENT IN REGARD TO THE SCHEME FOR THE RELIEF OF EDUCATED UN-EMPLOYMENT -

SHOWING THE AMOUNT OF GRANT SANCTIONED AS ON 24TH NOVEMBER,1954.

State	Year 1953-54				Year 1954-55					
	No.of teachers sanctioned	No. of social education workers sanctioned	Amount of grant sanctioned (Centre's share.	Non-recurring expenditure.	No. of teachers sanctioned.		No.of social workers sanctioned		Amount of grant sanctioned(Centre share)	Non-recurring expenditure.
					continuation	Additional.	continuation.	Additional.		
1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.
1. Ajmer	40	-	15,080	8,000						
2. Andaman & Nicobar.										
3. Assam	500	-	1,14,475	1,00,000	500	-	-	-	1,73,700	-
4. Andhra										
5. Bombay	4,000	-	19,25,000	8,00,000	3,524	6,505	-	-	69,72,856	13,01,000
6. Bhopal	150	15	71,500	30,000						
7. Bihar	2,500	250	11,58,334	5,00,000	2,500	-	250	-	15,20,000	-
8. Coorg	50	-	17,500	10,000	50	10			38,000	2,000
9. Delhi										
10.Himachal Pradesh										
11.Hyderabad	1,500	150	7,08,750	3,00,000	1,500		27		9,08,100	
12.J & Kashmir										
13.Kutch	30	4	14,638	6,000	30	30	4	-	42,658	6,000
14.Madras	-	-	-	-	-	3,000	-	-	14,35,300	6,00,000
15.Madhya Bharat	-	-	-	-	-	700	-	115	4,42,500	

SCHEME FOR THE EXPANSION OF BASIC EDUCATION

(1) The Scheme for Expansion of Basic Education has been formulated to enlist the co-operation of State Governments in expanding the basic system which has been accepted as the national system of education in India. The scheme includes the following items:-

1. Opening of new Basic Training Institutions
2. Conversion of existing training institutions into Basic Training Institutions.
3. Opening of new Basic Schools.
4. Conversion of existing ordinary schools into Basic schools.
5. Training of Craft Teachers.
6. Introduction of crafts in schools.
7. Preparation of Teaching Materials for schools.

(2) The scheme was approved by the Cabinet in May, 1954.

(3) It was decided that 75% of the available resources should be reserved for conversion of existing primary schools into basic schools and 25% on the opening of new basic schools. (The over-all contribution on the scheme to be borne by the Centre was fixed at 30% of the total additional expenditure on the scheme.)

(3) Under this scheme grants have so far been sanctioned to 2 States viz. West Bengal and Saurashtra for Rs. 1,72,800/- and Rs.1,87,500/ respectively. The State Governments have been asked to expedite their proposals.

A complete review of the progress of the scheme would be possible when the scheme is actually implemented by States and progress reports are furnished by the State Governments.

(4) As for the year 1955-56 the State Governments have been requested to send their proposals early duly completed in respect of all the details required under various sub-schemes as indicated in the letter, so that they could be speedily examined and necessary grants could be made available to the States in the beginning of 1955-56. They have also been asked to make necessary provision in their budget for the purpose.

Scheme No.2(a) Research Projects in Secondary Education.

Under this Scheme No.2(a) Teachers Training Institutions and Education Departments of Universities are invited to undertake Research on problems connected with Secondary Education with the financial assistance of the Central Government while the Institution contribute their share of expenditure in the form of making building library, laboratory and other facilities available, for carrying out research on approved subjects the Central Government meets expenditu on the following items:

a) Research fellowship or fellowships at Rs.150/- p.m.(field

b) Travelling allowance for the fellows and the supervisory staff.

c) Petty contingencies.

d) Library books needed for the Project.

e) Equipment, including the Laboratory.

It should also be stated that as the scheme was approved by the Government of India at the fag end of the year 1953-54 the sanction of grants-in-aid in favour of the approved projects were issued late with the result that a start could not be made on the projects last year. During 1954-55 however, grants-in-aid have been sanctioned in time and work on the approved projects is progressing satisfactorily. A statement of the projects approved under the ~~scheme is attached (Annexure)~~.

CENTRAL BUREAU OF TEXT BOOK RESEARCH.

The Central Bureau of Text Book Research was set up towards the end of the year 1953-54 at the Central Institute of Education at Delhi with the object of assisting in the improvement of school text Books. More specifically the work at the Bureau includes:

(a) Making a critical survey of the current text books literature.

(b) Formulation of educational criteria and guiding principles for writing text Books.

(c) Preparation of a comprehensive scheme of score cards, rating scales and check lists for the appraisal of text Boo

(d) and, the preparation of model text Books.

The Bureau will in the first instance, concern itself with text Books at the School level only, the four school subjects selected for investigation being Science, Hindi, History & Geography.

The Bureau has already collected and is at the moment engaged in examining information received from the State Governments in regard

(P.T.O.)

to the selection, preparation etc. of Text Books prescribed by them. The Bureau has also interviewed some of the well known Indian & Foreign Publishers and rendered expert advice to interested agencies in the field of Text Book Production. The library of the Bureau is developing steadily and at present stocks about 1500 books.

EDUCATIONAL AND VOCATIONAL GUIDANCE BUREAU.

The Government of India has set up a Bureau of educational and vocational guidance in Delhi and is also assisting some of the States in organising similar bureaux.

The main functions of these guidance bureaux will be as follows-

i) To provide educational guidance.

ii) To provide vocational guidance.

iii) To compile and publish in cooperation with other agencies concerned information of the following type:-

a) Occupational information, including standard descriptions of jobs, tools used, level of skill required, conditions of work, prospects of promotion and other details in regard to every trade and occupation.

b) Information relating to the education and training necessary for employment in various jobs and the facilities available for such training, including location of training institutions, period and cost of training, stipends available, conditions of entry, etc.

[illegible]) Information relating to short term and long requirements man-power in various trades, occupations, industries and areas.

d) Information about part-time and vacation employment available for students and other young persons.

e) Information regarding vocational and guidance services available (Publicity pamphlets and brochure).

iv) To standardize instruments for measuring intelligence aptitudes, special abilities, interests and other personality traits.

v) To conduct job analysis studies.

vi) To devise suitable cumulative record forms to be used in educational institutions.

vii) To conduct follow-up studies.

viii) To assist educational institutions in organising Career Information Centres.

ix) To organise training courses for Career Masters.

x) To work out plans for expanding educational and vocational guidance services.

In addition to the functions listed above, the Central Bureau of Vocational Guidance will also serve as a clearing house to the State Bureaux and will coordinate their work and research programmes.

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A few States, such as Uttar Pradesh, Bombay and West Bengal have already got their own guidance Bureaux or those working under Voluntary agencies which they have been running for some time now. Owing to lack of adequate facilities and paucity of funds, however, they have not been able to expand and improve the quality of their work. Under the Central scheme of educational & vocational guidance it is also proposed to assist such States to develop and improve their existing Bureaux to bring them up to the standard required at present.

The States which have already agreed to set up guidance Bureaux or to avail of Central assistance to improve their existing organisations including Bombay, Bihar, West Bengal, Saurashtra, Hyderabad, Madhya-Pradesh, Punjab, Uttar Pradesh, Tripura, and Mysore. Proposals from the States of Bombay, Saurashtra and Punjab have been approved for grant-in-aid from the Central Government which will be paid at 2/3 of the total non-recurring and recurring expenditure.

The Central Bureau is located at the Central Institute of Education, Delhi and its present staff consists of One Director, 4 Counsellors, 1 Librarian and Secretariat staff.

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SCHEME NO. 2(a)

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Applicant (1)	Purpose-Research Projects (2)	Amount Sanctioned for 1953-54 (3)	Amount sanctioned for 54-55 (4)
1. Central Institute of Education, Delhi.	Building up a Social Studies Curriculum.	1,400	2,400
2. Teachers Training College, Gauhati, Assam.	A follow-up study of teachers in training.	3,400	6,600
3. Teachers Training-College, Baroda.	Educational & Vocational Guidance.	2,350	7,800
4. Secondary Training-College, Belgaum.	Construction of achievement tests in all Subjects taught to the 7th standard pupils.	1,200	2,275
5. Madras University, Madras.	a) Construction of standardised intelligence tests. b) Standardisation of some aptitude tests.	6,000	3,600
6. Training College, Trivandrum.	Achievement tests for different classes in Malyalam, English, Maths., Science & Geography.	1,150	2,150
7. Post Graduate Basic Training College, Sri Ramakrishna Mission Vidyalaya, Coimbatore Distt. Madras.	New type tests.	nil	9,150
8. Calcutta University, Education Department.	Preparation of objective tests in History and Civics.	3,560	5,800
9. Vidya Bhawan Teachers Training College, Udaipur, Rajasthan.	a) Investigation into the causes of indiscipline among students. b) The incompatibility of the present educational system with the requirements of democratic Social order.	4,260	3,050
10. Teachers Training College, Bikaner, Rajasthan.	a) Study of influence of home and School life of children in the evolution of a new Social order. b) Evolution of a system of moral education compatible with the existence of a Secular & Democratic Social.	2,000	6,000
11. Central Training College, Jullundur, Punjab.	a) Research in Teaching methods play centred and toy centred Education. b) Pilot project of giving complete freedom of curriculum etc. to six selected schools under a strong executive.	2,300	5,400
12. Education Department Mysore University, Mysore.	a) Construction & administration of Interest tests and questionnaires.		

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		b) Preparation of teachers Hand book to accompnay educational film strips.	nil	9,624
13.	A.G. Teacher's College Ahmedabad.	a) Wastage in Secondary Education. b) The teaching of mathematics	1,650	1,700
14.	Brijendra Training College, Faridkot, Pepsu.	a) Teaching of languages to age groups 6-11. b) Preparation of vocabulary charts for children of different age groups.	nil	10,000
15.	Government Teachers' Training College, REwa Vindhya Pradesh.	a) Improvement of existing methods of teaching and devising new ones, suited to the aboriginal tribes and backward classes. b) Preparation of a suitable curricula and syllabi of Social Education suited to the special features, History & Culture of the State.	4,700	7,557
16.	Education Department Allahabad, Allahabad.	Survey of School Libraries.	4,530	5,000
17.	Tilak College of Education, Poona.	Visual Education Project.	9,260	Under consideration
18.	Education Department Osmania University, Hyderabad.	Preparation & standardisation of tests of Reading. Spelling ability in Arithmetic for the Primary School stage.	4,760	nil
19.	Radha Nath Training College, Cuttack, Orissa.	a) Study & Scruting of Syllabus for English as a second language in Secondary Schools. b) Improvement of Teaching of Science in Schools.	3,850	950
20.	University Training College, Nagpur University, M. Pradesh.	A predictive battery of tests for different Scholastic aptitudes.	3,155	No dem has been made.

Implementation of the Recommendations of the Report of the Secondary Education Commission.

The scheme prepared by the Government of India for the implementation of the recommendations of the Secondary Education Commission involves:-

(i) Establishment of 500 multi-purpose schools, with approximately 1,000 new units of diversified course in Science, Technical, Agriculture, Commerce, Fine Arts and Home Science;

(ii) Assistance to 300 other schools to improve the existing facilities for teaching of Science,

(iii) Improvement of school libraries(500 multi-purpose schools and 1500 ordinary High Schools).

(iv) Introduction of craft in 2,000 middle schools.

(v) Training of teachers and

(vi) Organisation of seminar, etc. and training of career masters.

Central assistance for these schemes is available at 66% of the approved N.R. and at 25% of the approved recurring expenditure.

For "Agriculture" and "Home Science Courses", Separate Committees have been constituted for preparation of lists of standard equipment for different courses. The All-India Council of Technical Education would advise on the equipment, nature of courses and qualifications of staff for Technical, Commercial and Fine Arts Courses.

2. The scheme has already been brought to the notice of State Governments and some of them have sent their proposals in accordance with the pattern laid down. The States which have so far agreed to participate in the scheme are:-

Andhra, Bombay, Bihar, West Bengal, Coorg, Madras, Vindhya Pradesh, Madhya Pradesh, Punjab, Ajmer, Saurashtra, U.P., Bhopal, Tripura, Madhya Bharat and Hyderabad. Proposals from the States of West Bengal, Saurashtra, Hyderabad, Bhopal, Tripura, Punjab and Madras(parted) have been accepted and necessary grants in respect of them sanctioned.

3. State Governments and Universities have been requested to reorganise the new pattern of Secondary and University

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Education according to the recommendations of the Commission which include inter alia the abolition of the intermediate stage, the extension of the Secondary stage by one year and the institution of the 3 year Degree Course in place of the present two year one. A Conference of Vice-Chancellors of Universities and Chairmen of Boards of Secondary Education has been arranged for 8-1-1955 to consider these matters further.

HEADMASTERS SEMINARS

Encouraged by the success of the Headmasters' Seminar held at Taradevi in May-June 1953, the Government of India decided, in co-operation with the Ford Foundation, to hold, during 1954-55, ten Seminars of Headmasters of Secondary Schools, inspecting officers, training college teachers etc. Four Seminars were held at Darjeeling, Mussoorie, Coonoor and Srinagar in May-June 1954 and four more were held in September-October 1954 in Bombay, Travancore-Cochin, Hyderabad and Rajasthan. The participants, 40 for each Seminar, came from the neighbouring States and in this way, all the States were covered.

The object of these Seminars was to secure active co-operation of practising teachers in the implementation of the Report of the Secondary Education Commission and in introducing the recommendations of the Secondary Education International Team. The programme of the Seminars, which lasted four weeks, included not only group and general discussions and formulation of specific projects but also social evenings and excursions to places of educational and cultural interest in the neighbourhood of the Seminars. Moreover, the participants of the Seminars had the benefit of listening to the views of prominent educationists who were invited to visit them for short periods.

The Seminar afforded an opportunity to the participating Headmasters to formulate projects for the improvement of Secondary Education. Most of these projects are of that type which can be implemented by the Headmasters themselves

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without any external assistance. The Headmasters after having obtained this opportunity evinced great enthusiasm in implemention the projects thus formulated.

It has been decided that the remaining two Seminars should be devoted to specialised groups, namely to the Principals of Teachers Training Colleges and the "Workshoppers", i.e. selected participants from the Workshop Seminars in Secondary Education conducted by the U.S. Educational Foundation during 1953 at Patna, Jabalpur. The first of these Seminars was held in Hyderabad for one week from the 29th November to the 5th December 1954 and considered the question of extension courses in Secondary Training Colleges. The "Workshoppers" Seminar is scheduled to be held from the 3rd to the 14th January 1955 at New Delhi.

The Ministry will take up in due course the question of a follow-up programme to implement the recommendations of these Seminars.

A sum of $ 58,500 have been placed at the disposal of the Government of India by the Ford Foundation for the purpose of these Seminars.

RURAL HIGHER EDUCATION - THE DENMARK PROJECT.

The problem of Rural Education has been exercising the mind of the Government of India ever since the recommendations in this behalf were made by the University Education Commission. In the course of this year, Dr. Peter Manniche, the well-known Danish leader after touring widely and discussing with educationists in different parts of India, suggested that the experience of Denmark could be of value in the sphere of Rural Education. The programme of Danish folk schools ensures that farmers and others, who receive their education at these schools, are able to find satisfactory employment in their own areas. In India, in spite of the introduction of Basic education, a drift from the rural to the urban areas is not only stopped but in some areas is actually on the increase. One of the urgent tasks to a proper pattern of Rural Education would therefore be to arrest this tendency.

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As a first step in the attempt to give a suitable re-orientation to Rural Education, the Ministry in co-operation with the Ford Foundation worked out a programme on the following lines:-

A team of 18 Indian Educationists, consisting of Principals and prominent teachers of rural, basic and social education institutions, as well as the representatives of some State Governments, such as West Bengal, Bihar, Bombay and Saurashtra, were selected for the purpose. The members of the team were persons with considerable experience in their respective fields and have been doing valuable experimental work in rural education The Team was in Denmark for about 3 months - June to September 1954. During this period they stayed at the International Peoples Institute, Elsinore near Copenhagen. The programme of the team included a study of the Danish Social and educational systems with the object and incorporating relevant items into our own national programmes. A reasonable portion of time at the disposal of the team was devoted specifically to the study of the problems of Secondary and Adult Education in rural areas. It is expected that the experience of the team gained during its stay in Denmark will prove very valuable in determining the type of institutions of rural higher education which would suit our requirements. The Team has since submitted its report which has been placed before the Committee on Rural Higher Education which has been set up by the Ministry in collaboration with the Ford Foundation.

The Committee on Rural Higher Education referred to above is designed as the first step towards tackling the vast problem of rural higher education. The Committee is made up as follow:

Dr. K.L. Shrimali, M.P. Convenor,
Shri J.C.Mathur, I.C.S., Secretary, Education Department, Bihar, Patna.

Dr, L.H.Foster, President, Tuskegee Institute, U.S.A.
Dr. L.K. Elmhirst, Director, Darlington Hall, U.S.A.

The Committee will undertake a careful study and appraisal of promising ideas, institutions and experiments in this field; they will visit the existing institutions doing educational work at the higher level in rural areas and experimenting with the idea of developing rural universities. The objective of such a

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survey is to provide the basis for a sound policy in this behalf after a constructive exchange of ideas with knowledgeable persons for determining what specific projects and institutions should be encouraged to carry on experimental work for this purpose. The Committee met in November in New Delhi and after preliminary discussions proceeded on tour to visit selected Institutions. The Committee is expected to submit its report by the end of January 1955.]

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Appendix A(b)(i)

CENTRAL ADVISORY BOARD OF EDUCATION IN INDIA.

Item III(b)(i) of Agenda.

Twenty-second Meeting, New Delhi,
January 12th to 14th, 1955.

Subject:- Reports on the progress of the Educational Development Plans implemented by the State Governments.

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The following is a brief record of the progress made in regard to educational development plans in the States during 1953-54, collected from the State Governments:-

AJMER

The number of basic schools was increased from 215 to 255 and 3778 more children were brought under basic education. Expenditure on basic education during 1953-54 was Rs.11,26,483/-.

3 Middle Schools and 3 High Schools were opened. Hindi and Mathematics courses were introduced in the post-graduate classes of the Government College.

90 Social Education Centres were opened with 100 literary classes and 12,948 more adults were brought under Social Education. 40 libraries and 146 reading rooms were opened. 12 training camps were also organised during the year. 212 cinema shows and 32 exhibitions were also arranged. Total expenditure on social education amounts to Rs.2,06,500/-.

Some preliminary work was done towards the nationalisation of text-books and selection of suitable books was made for the purpose.

One girls Senior Division Unit of the N.C.C. consisting of one lady officer and 30 girls cadets was started. Scholarships of various categories worth abour Rs.1,30,000/- were also awarded to scheduled castes etc.

ANDHRA

The modified scheme of Elementary Education was introduced but had to be abondoned owing to agitation by the general public. The State Government, however, appointed an Elementary Education Committee to advise as to the best type of Elementary Education that may be adopted and the best manner in which its quality may be improved and popularised in the State. The recommendations of the Committee are under consideration of State Government.

Government have adopted the policy of developing compact Basic areas around each Basic Training School. Many of the compact areas already have 30 such schools which is the minimum number prescribed. Existing elementary schools in the area would be converted into Basic schools and new schools to be opened would be only Basic schools. Retraining courses in Basic Education are being conducted to convert ordinary training schools into Basic Training Schools & elementary schools into Basic Schools. 298 Primary Schools were opened during the year at the cost of Rs.18.79 lakhs. Spinning is the main craft in Basic Schools. Per-capita monthly net earnings expected through craft work in the Basic Schools and the Basic Training Schools have been prescribed.

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10 Craft equipment stores have been opened for the supply of craft equipment to Basic Schools under all managements and also to Government Basic Training Schools.

Regional Basic Education Conferences are held annually to provide opportunities to members of the staff of Basic Training Schools and Inspecting and administrative staff to meet, review their work, discuss problems and formulate plans for their development.

SCHEMES UNDER THE STATES FIVE YEAR PLAN:

(1) Primary Education including Basic Education.

Upto 1953-54, 602 schools against the target of 1592 schools for the Plan period have been opened. Expenditure for the period amounted to Rs.11.49 lakhs against an amount of Rs.36.10 lakhs originally provided in the Plan.

(2) University Education - Maintenance of the Engineering Colleges, Anantapura and Kakinada.

585 students have been admitted against the target figure of 960 included in the Plan. B.E.(Civil) B.E. (Mechanical) and B.E. (Electrical) courses have been opened. Expenditure during the period amounted to Rs.6.77 lakhs as against an amount of Rs.8.69 provided in the Plan.

(3) Special Schools - Training of Teachers, including Basic Training.

7 Schools have been opened against the target of 14 schools for the plan period. Expenditure during the period was estimated at Rs.10.34 lakhs as against Rs.6.67 provided in the Plan. The excess is due to the maintenance of 12 Basic Training Schools opened in 1950-51 which are also included in the Plan.

(4) Scheme No.4 - Adult Education.

Upto the end of 1953-54, 1770 adult Literacy Schools had been opened against the target of 2700 included in the Plan. Expenditure estimated for the period was Rs.5.13 lakhs as against Rs.5.41 provided in the Plan.

(5) Special Schools for defective children.

The two schools provided in the Plan have been opened.

ASSAM

The Assam Primary Education Board has enlarged its activities in some new areas by taking over more venture schools. The study of Hindi was introduced in 130 more Secondary schools. A social service scheme making it compulsory for the students of High and M.E. Schools to take up Social Work on Saturdays was implemented. 10 Graduate Teachers were deputed to the Patna Training College for advanced course in Secondary Education.

In the five Basic Training Centres established under the State Sector of the Five Year Plan 600 teachers have been trained. These trained teachers have been appointed in 268 Basic Schools.

800 Social Education Centres and 400 Village libraries were set up under the Social Education Scheme. For lack of funds the State Government have not been able to cope with the demand for more schools for girls especially in the rural areas. Ful facilities for teaching Hindi, needle-work and weaving in nearly all the Girls' High Schools are being provided. Two teachers were deputed to Adyar for Montessori Training.

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ASSAM GOVERNMENT'S SCHEME UNDER THE FIVE YEAR PLAN:

	Plan provision Rs.	Expenditure upto 31.3.54
(1) Committee of experts for preparation and publication of Text Books for Basic Schools.	64,000	24,000
(2) Special Staff.	1,19,000	69,000
(3) Training of Teachers for Basic Schools.	3,50,000	1,62,000
(4) Basic Training Schools.	8,56,000	3,06,000
(5) Practising Schools	1,72,000	96,000
(6) Basic Schools	14,06,000	7,06,000
(7) Social Education	16,53,000	9,63,000

BHOPAL

The number of Junior Basic Schools and **Primary** Schools rose from 10 & 387 in 1953 to 18 & 484 in 1954 respectively. The number of **scholars** in these schools also increased from 311 & 15329 to 619 and 16241 respectively. The number of teachers was also increased from 10 to 18 in Junior Basic Schools and from 576 to 826 in Primary Schools.

2. The number of students in middle schools and high schools also increased from 6660 and 3428 to 8401 & 3882 respectively. The scale of pay for the primary, Middle and High School teachers has been raised from Rs.15, Rs.20 & Rs.60 to Rs.45, Rs.65, & Rs.100 respectively. The number of buildings constructed for Primary, Middle & High Schools during 1952-53 and 1953-54 was 350, 12 & 8 respectively. Teachers quarters along with Primary Schools buildings have also been constructed side by side. The number of lecturers in Degree College also increased from 35 to 44. The total increase in the expenditure on education was from Rs.30,19,400 in 1952-53 to Rs.40,14,000 in 1953-54.

3. With a view to stemming the influx of rural population to the city greater stress has been laid on expansion of rural education. One High School, 80 primary schools, and 8 Basic Schools were opened in the course of the year in addition to those opened in the previous year. All rural High Schools and Middle Schools teach agriculture while the city schools are provided with subject like Biology and Commerce.

4. A scheme of Social Education was set afoot in the State during the year under report. Fifteen Social Education centres were started in Urban areas. The School Medical and Health Services were enforced in 1953-54. For creating interest in games and sports zonal tournaments were also organised in the State for the first time and prizes were awarded to the winners.

DELHI

In accordance with the recommendations of the Post-War Education Development Board, a scheme of Primary Basic Education was launched in the rural area of the State in 1948, the object being the provision of Free Compulsory Primary Education to 40,000 children of the age group of 6-11 years. The enrolement figures for 1953-54 in rural areas was 29,614. The State comprises of 305 villages and practically every village has a primary or a middle school. 12 Primary and

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Junior Basic Primary Schools were raised to Senior Basic Standard. The primary schools at Puth Kalan & Maidangarhi were raised to middle standard. The expenditure incurred on basic education scheme in rural area during 1953-54 was Rs.13.89 lakhs. A sum of Rs.20.11 lakhs was granted to local bodies for development of primary education.

To cape, with the increasing demand for education facilities, grant of Rs.30.03 lakhs to existing schools for starting double shifts was made during 1953-54. Two middle and four primary schools were recognised and five middle schools raised to High Standard. The additional facilities prvided by the Government and public institutions resulted in an overall increase of 24,000 in enrolment in Such Schools during 1953-54. The D.B. High School at Nangloi and D.B. Middle School Ujwa as amalgamated with Darbar High School, Aujwa, were nationalised. 5 New middle schools were opened and 6 middle schools were raised to High Standard. Additional sections were opened in 41 existing schools.

The State Government have so far been doing Social education work in the rural area. A group of four or five men and women was sent for literacy compaign to each of four or five villages, quite close to to each other. In order to intensify social education scheme, the State was divided into 3 circles each comprising of about 100 villages. Each circle had an education caravan equipped with modern audio-visual aids to arouse enthusiasm of the villagers by organising educational melas and demonstrations and film-shows. In addition to literacy classes craft work like Sewing, Knitting, Weaving, paper machine work etc. is also done in Women's centres. Men centres conducted literacy classes, drama group: folk songs and extension works like construction of manure pits, soak pits, bore holes, latrines etc. The number of villages covered and the adults passing the examination during the year was 15 & 2003 respectively. 250 Cinema shows, 85 melas, 406 demonstrations, 85 exhibitions, 85 dramatic performances, and 85 inter village tournaments were held during the year. Three magzines are being published for the benefit of adult neo-literates and field workers. A full-fledged library is run at Mehrauli, & Shahdara & Narela libraries receive grants. Adult literacy classes in District Jails, Arab-ki-Sarai, Lajpat Nagar Women's Colony and Harijan Balmiki Mandir are given regular guidance and help with material. Under Youth Welfare Scheme the programme of A.C.C. was organised wherein 595 men and 195 women teachers received training. Specialised courses in agriculture, carpentry, leather and canvas work, animal husbandry and soap-making etc. were introduced in the Janta College started at Alipur in 1951. 175 persons have so far received training there.

185 teachers of basic schools were trained during the year at the Basic Training Institutes started by the State Govt. at Delhi and Ajmer. In addition, thereis another teachers' training school at Kutab Road which imparts training for J.V. and J.A.V. Courses. A batch of 12 graduate teachers was sent to undergo training in senior basic course at the Teachers Training Institute at Jamia Millia.

The scheme for establishment of cooperative craft schools was revised under which the existing schools have been raised to high standard. Under the new scheme, more emphasis is laid on craft side of education. A sum of Rs. 4 lakhs was provided for the scheme and the total expenditure upto 1954 was Rs. 2.45 lakhs.

To cope with the increased amount of work as a result of all round expansion of educational activities, provision was made for additional staff in the Education Directorate, and some of the additional staff was appointed. A sum of Rs. 61,000 per annum was initially sanctioned for the Directorate.

With a view to introduce new trends in education, the State Government approved a proposal for starting School Parliaments in every School, cafetarias in 4 Government Schools, school bands in two schools and 3 Nursery Schools. Competitions in essay-writing drawing, music literature etc. were organised in 4 Government Schools. Provision was made for payment of grants-in-aid to ten schools in rotation each year for school excursions.

A "Know your Country Tour" was organised by the State Government in collaboration with the Delhi State Headmasters Association. A special train carried about 900 students to many places of commercial and industrial importance and covered about 3,000 miles. The State Government shared about 2/3rd of the Railway fare. An education tour to Kashmir was also arranged in which 600 teachers and students participated; half the expenditure on Railway and bus fare was met by the Government.

HIMACHAL PRADESH

Eight new Primary Basic Schools were opened in the Community Project areas and the middle school in one Block was raised to the High School standard. Under the Five Year Development Plan, 2 lower middle schools were raised to the Middle standard and 4 middle schools to the High standard.

Three students camps under free voluntary service were held and about a mile long road links were constructed in 3 Community Project Blocks. Five Community Centres with integrated library service were also opened.

HYDERABAD

The year 1953-54 was a period of large-scale expansion of Primary Education. An amount of Rs.20 lakhs was provided by Government of India for this purpose, as a result of which 2018 new schools of various types were opened and about 8,14,000 pupils could be brought to schools. In addition to this, most of the existing schools were reorganised allotting more teachers wherever they were required. This resulted in the employment of 3,895 additional teachers in Schools under Government control alone. The expenditure incurred on this account worked out to roughly Rs.15 lakhs per annum. In the private sector also, there has been considerable progress as a result of which 34 schools have been established by the people and Government have given Rs.1,28,000 as grant-in-aid to these schools.

A remarkable feature of the expansion of education during 1953-54 is the introduction of compulsory primary education in selected areas of the State, serving a total population of 3 lakhs with about 52,171 children of school-going age. Of these, 85% of the boys and 30% of the girls are attending schools.

Now the State has also the schooling facilities in most of the villages with a population of 500 and above.

Besides the two Basic Training Centres already functioning in the State, one more centre was opened in 1953. The teachers trained in these centres have been utilized and Basic Schools started in Community Development Blocks. At the end of the year under review, 83 Basic Schools were functioning in the State. Owing to this large-scale expansion, 37 posts of Deputy Inspectors were created at a cost of Rs.1.2 lakhs.

The State Budget provided an amount of Rs.5.57 lakhs as lump sum for development of Secondary Education. Higher classes from V to the X standard were opened in 240 schools and 220 posts were created in the teaching cadre of various grades. In 6 schools VIII classes and in 5 more schools V classes were opened on grant-in-aid basis. Private institutions were also assisted in this direction, and an extra provision of Rs.3.75 lakhs was made to meet their increased demand. At present one Secondary School in the State is serving a population of 45,000 with an area of about 200 sq. miles.

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Schools. Grants were given to 156 High Schools for construction of wrestling pits; the total expenditure in this connection amounted to approximately Rs.1 lakh.

Expenditure incurred on the development of Technical Education was Rs.10.06 lakhs. Various Trade Courses were started to train boys so that they can straightaway join industry or some business of their own. These Trades are as follows:-

(1) Radio-servicing (2) Mechanical and Civil Draftsman
(3) Welding Technology (4) Internal Combustion and Diesel Engine Mechanic
(5) Boiler Attendants (6) Mechanical and Electrical Installations.

Government extended educational concessions to students of Government servants and local body servants granting exemption from tuition fees to those drawing below Rs.100 p.m. and half exemption to those drawing a salary between Rs.100/- and Rs.200/- p.m. To enable poor and meritorious students to pursue further education, the number and rate of various stipends were increased.

At the University stage, facilities for teaching of Biology have been expanded in Government Colleges; provision for teaching of Geology upto degree and post-graduate level has been made in some colleges; post graduate teaching in almost all the science and arts subjects in Government colleges has been introduced. Provision has also been made for the expansion of Government College libraries, and for increased grants-in-aid to the two Universities, Nagpur and Saugar. Grants-in-aid to Non-Government Colleges have also been reassessed to enable them to cope with the increased expenditure on account of increased number of students and additional subjects of study; adequate grants for building and equipment are also given. The Government Engineering College at Nagpur was expanded to provide courses in Civil Engineering, Mechanical Engineering, Electrical Engineering, Automobile Engineering, Art and Architecture . A separate building to accommodate the Mahakoshal Mahavidyalaya, Jabalpur at a cost of Rs.74.40 lakhs is under consideration; additional buildings have also been constructed for the Engineering College, Jabalpur at a cost of Rs.60 lakhs approximately. The total target of expenditure provided in the original plan for Collegiate and University Education was Rs.310.40 lakhs; this has subsequently been revised to Rs.290.31 lakhs. It is proposed to utilize the balance on two new schemes - establishment of the M.H. College of Home Science for Women at Jabalpur and Introduction of teaching of Music at the Nagpur Mahavidayalaya, Nagpur.

MADRAS

Basic Education continues to be expanded in the State. The policy of Government is to open Basic schools and to convert existing elementary schools into Basic Schools in compact areas around Basic Training Schools; 20 such compact areas are to be developed.

The Ad-hoc Committee on Basic Education which was appointed in November, 1952 has submitted its recommendations which have general been accepted and a programme for consolidation, improvement and expa sion of Basic education has been evolved. The main points are:-

(1) the development of Basic Compact areas.
(2) the appointment of Senior Basic trained teachers as headmasters of Basic Schools.

(3) Giving Senior Basic Teachers employed in Basic Schools the same scale of pay as secondary grade teachers employed in secondary schools.

(4) Only Basic trained teachers should be appointed in Basic Schools.

(5) At least one Basic school in each Basic compact area should be so organised as to demonstrate the full meaning and possibilities of Basic education.

In regard to supervision and control, a special trained Basic Deputy Inspector is in charge of each Basic compact area. For Basic Training schools, Gazetted Basic Education Officers have been appointed, one for each of the two Divisions in the State. The Basic Education Officers have been vested with powers exercised by the District Educational Officers so far as Basic Schools and Basic Training Schools are concerned.

One new Basic Training School was opened during the year. The scheme and syllabus for the Basic T.S.L.C. examination as revised by the Ad-hoc Committee and approved by Government was being followed in the Basic Training Schools. There were 23 craft Equipment stores which stocked and supplied craft equipment to Basic Schools and Basic Training. Schools; 308 new Basic Schools were opened during the year. There are 32 Pre-Basic Sections attached to aided Basic Schools.

Craft earnings are prescribed for pupils in the Basic Training Schools and Basic schools. The net earning for 4588 pupil teachers for 4 months ending 31.12.53 was Rs.21,626/11/8 while that for 85,951 pupils was Rs.7,450/11/3 for the same period. Cloth produced in Basic Training Schools is being sold at a reduction of 18¾% in the price in conformity with the accepted Government policy. Pupil-teachers in Basic Training schools are permitted to pay the cost of the cloth purchased in easy instalments.

One Post-Basic Education Conference was held at Kallupatti **Madurai District.**

The annual Regional Basic Education Conference was held at **Kallupatti and** Perianaickenpalayam; these were **organised** by the Basic **Education Officers** and attended by **District Educational** Officers and **Basic Trained** Deputy Inspectors.

The State Five-Year Plan of Educational Development was **revised and** expenditure on the schemes in the revised plan is as **follows:**

	Rs.	
(1) Primary Education including Basic	302.40	lakhs
(2) University Education.	56.54	"
(3) Special Schools-Training of Teachers	62.07	"
(4) Other Schemes - Schools for Defectives	45.99	"
(5) Adult (Social) Education.	27.86	"

Under University Education, the following 3 schemes which were included in the original Post-War Development Schemes have been brought under the Plan:

(1) Opening of B.Sc. course in Government Arts College, Madras.

(2) Raising of the Government Arts College, Coimbatore to First Grade.

(3) Maintenance of Government College of Technology, Coimbatore.

One Basic Training School was opened during the year and total expenditure on the scheme for the year amounted to Rs.14.80 lakhs.

No special school for defective children was opened during the year; expenditure of Rs.1.84 lakhs was incurred on the running of the existing schools.

Information is not available as to the number of Social (adult) Education Institutions opened during the year; expenditure of Rs.5.41 lakhs was incurred during the year.

(P.T.O.)

MANIPUR

A Junior Basic School was established and 7 private Lower Primary Schools were taken over as Government Schools. 19 additional teachers were appointed in these schools. Five M.E. Schools were also taken over by the Government. Construction of 3 M.E., 4 Lower Primary and 33 Upper Primary School buildings was completed in addition to the construction of 7 Hostels and 7 kitchens. Grants were paid to 2 private High Schools for building purposes. Expenditure on the construction programme amount to Rs.65,329 (direct) and Rs.75,697 (indirect). An expenditure of Rs.70,193 was also incurred on the construction of L.M. College.

Two Teachers, one for carpentry and the other for music were appointed to the Government Johnstone High School. Total expenditure incurred was Rs.17,453. Of the 60 teacher trainees of the Teachers' Training Institute, 44 came out successful. 10 High School teachers were deputed for B.T. or B.Ed. courses. One graduate teacher was sent for physical training in Madras.

50 Social teachers were appointed under the scheme to relieve educated unemployment.

MYSORE

82 Primary Schools were provided with equipment and for this an expenditure of Rs.8,204/- was incurred. The total amount of expenditure incurred on equipment supplied to the Primary Schools was Rs.30,000. A sum of Rs.5,000/- was also granted for equipment for Basic Primary Schools.

34 Secondary Schools were also provided with equipment worth Rs.5,288/-. The total amount spent on equipment supplied to Secondary Schools was Rs.40,000/-.

The number of University Students increased by 1,224. New Science and Commerce Courses were started in the affiliated colleges. Research work continued to be carried out and the Centre granted scholarships for research work in Humanities which were awarded to two scholars. Seven members of the staff were granted deputation concession for higher studies abroad. The N.C.C. arranged a Social Service Camp and constructed, with the cooperation of the local villagers, an eleven miles all-weather Metal road.

A Post Graduate Training Course in Basic Education started for 12 trainees and a sum of Rs.19,660 (Recurring) and 1,500 (non-Rec.) was incurred in that behalf. 60 workers were trained in Social education at a total cost of Rs.5,000. The number of Social Education Centres started during the year was 40 out of 50 allotted to the State. 201 single-teacher schools were also ordered to be started during the last quarter of the year. Intensive educational development was undertaken in the selected area of Vidyanagar comprising 231 villages. A sum of Rs.6,714 was spent on Post-graduate Basic Training Centre, Rs.58,887 on Basic Training Centre with Practising Primary Schools and Rs.4,184 on training of Social Education Workers.

PUNJAB

A sum of Rs.2,52,20,300/- was provided for education during 1953-54, showing an increase of Rs.39,54,160/- over the budget of the previous year and considerable progress was made in all spheres of education.

The number of primary schools increased from 5414 to 6968. One thousand more single teacher schools were added under the scheme to relieve educated unemployment. Thirty five model primary school

(P.T.O.)

buildings were constructed at a cost of Rs.20,000/- each. Thirteen primary schools for boys and girls were started for the benefit of the erstwhile criminal tribes in the States. Four Model School-cum-Community Centres are also being started in Amritsar, Ludhiana, Ambala and Rohtak at a cost of Rs.50,000/- each, and the buildings of these schools have been completed. The number of teachers trained for primary schools during 1953-54 was 1080 under an emergency training scheme.

The number of Junior Basic Schools increased from 73 to 153. Master Craftsmen from the villages have been appointed on the staff of these schools.

At the secondary stage, high schools for boys and girls have been increased from 467 to 543, and 46 to 67 respectively./ Two Government High Schools for boys were opened at Hissar and Dujana. Two Government High Schools and 4 Middle Schools were started for girls, while four Government Middle Schools for girls were upgraded to High Schools.

The number of colleges during 1953-54 rose to 67, showing an increase of 7, and facilities for teaching science have been extended. An additional grant of Rs.5 lakhs over and above the usual grant of Rs.5,13,000/- was made to the Punjab University, Government of India sanctioned a sum of Rs.3,85,000 for distribution among the displaced colleges in the State.

Teachers working in local body schools and in receipt of salaries upto Rs.30/- p.m. have been given Rs.5/- p.m. more as their initial pay, and Rs.7/8/- p.m. have been increased for those getting between Rs.30/- and Rs.50/- p.m. Holidays Homes were also opened at various summer resorts for the school teachers at a nominal cost of annas -/4/- per day.

All books meant for classes IV and VII were nationalised and those for class VIII (excluding English) have been approved. The nationalisation scheme yielded a revenue of Rs.5 lakhs.

The strength of the Senior Division Units in N.C.C. has been raised to 10, while that of technical units has been doubled. A new twist has been given to the programme of work in the cadre and annual camps of the N.C.C. by placing premium on social service. In the sphere of audio-visual education, an officer was deputed to Europe to take training in Audio-visual-aids.

STATE SCHEMES UNDER THE FIVE YEAR PLAN.

	Expenditure envisaged. Rs.	Expenditure up-to 31.3.53 Rs.	Expenditure incurred during 53-54 Rs.
(1) Maintenance of Junior Basic Schools.	6,35,000	2,89,690	1,15,000
(2) Continuance of Basic Primary School, Gandhi Vaneta Ashram, Jullundur.	40,000	8,946	2,000
(3) Continuance of Nursery School, Jullundur.	25,000	17,550	6,000
(4) Practising School, Jagraon.	20,000	12,656	6,000
(5) Basic Training Schools, Jagraon and Pabra.	4,50,000	3,27,084	1,04,000
(6) Refresher Course for J.T. Teachers.	30,000	18,506	6,000

(P.T.O.)

(7) Opening of Basic Primary Schools in the capital.	3,18,000	15,000	43,000
(8) Maintenance of Primary Schools for Girls.	6,90,000	3,18,727	1,38,000
(9) Maintenance of Model Schools.	1,00,000	60,000	20,000
(10) Continuance of Government Girls School, Naranwal, Government High School, Partmala & Govt. High School, Dalhousie.	4,75,000	2,75,207	1,06,000
(11) Opening of 1 High School each for Boys and Girls and 2 Primary Schools in the capital.	4,49,000	37,910	69,000
(12) Grants to Universities.	14,12,750	12,50,580	5,00,000
(13) Grants to affiliated Colleges.	15,00,000	9,86,050	2,80,000
(14) Grants to Vishveshranand Institute, Hoshiarpur.	65,000	39,000	13,000
(15) Starting of Agricultural Farms and Garham Plots.	31,800	19,080	6,000
(16) Social & Adult Education.	29,98,350	5,22,343	The scheme has since been disbanded and revised under the scheme of educated unemployment.
(17) Development of Scheduled Areas of Lahaul and Spite.	2,28,600	48,000	45,300

SAURASHTRA

The total expenditure on the 28 Schemes of the States Five Year Plan of Educational Development amounted to Rs.25.3 lacs.

450 new primary schools were opened, of which 200 formed a part of the State Five Year Plan and 250 of the educational programme to relieve educated unemployment sponsored by the Government of India. 635 teachers were employed to meet the increased demand. The expenditure on primary education during the year was Rs.12.13 lacs. Though compulsory Primary education has not been introduced so far, the expansion of educational facilities as detailed above will lead gradually to that goal.

The number of Government High Schools was increased from 38 to 40 and that of other High Schools from 25 to 26. 43 additional divisions were opened in the existing High schools which necessitated the employment of 42 graduates and 20 non-graduate teachers. 4 Headmasters were deputed to Baroda to attend 8 weeks Secondary Educational Extension course organised by the U.S.[illegible].F. in India. The expenditure on schemes regarding Secondary Education amounted to Rs.0.79 lacs.

40 teachers were given training in crafts and 10 craft laboratories were opened. 12 graduate teachers were deputed for B.T. training and 7 S.T.C. Centres were opened in Government High Schools.

The expenditure on Social Education Schemes amounted to Rs.0.91 lacs. 400 part-time Centres to be conducted by Local School teachers were opened. 36 full time Centres were also opened under the programme to relieve educated unemployment.

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The Junior Division Cadets of the N.C.C. built a small building for the school and also a road, while the Senior Division engaged themselves in the digging of pits and construction of roads. The total amount spent on scholarships for higher studies during the year amounted to Rs.1.53 lacs. The over-all budget provision on education during the year was Rs.139.9 lacs.

A number of additional development Plans were implemented concurrently with the 5 year Plan. These embraced both the Govt. and non-Government Institutions e.g., conducting N.C.C. organisation, running of Commerce College and Technical Institutes and also separate schools for displaced children, and organising camps, games and sports. All these Schemes cost Rs.6 lakhs in so far as Government Institutions are concerned and Rs.5 lakhs by way of grants to non-Government private Institutions.

The conversion of the Morvi Technical Institute into an Engineering College progressed a step further with the opening of the second year class. The expenditure on the Scheme amounted to Rs.3.43 lacs.

TRAVANCORE --- COCHIN

Government sanctioned the opening of 33 Primary, 53 Middle, 39 High & 8 Training Schools during 1953-54. The rules and schemes relating to the training of under-graduate teachers in the erstwhile Travancore and Cochin States have been unified. 85 teachers were trained in two batches in the basic training institutions during the year. A Diploma Course in Journalism and Geology as a subject of study in the B.Sc. degree course was introduced in the University of Travancore. Several other new courses were also started in the various colleges affiliated to the University. The annual training Camp of N.C.C. was conducted at Dhanunachapuram & 283 cadets and 7 N.C.C. officers attended it.

30 trainees including 5 women completed their course in the Adult Education Research & Training Centre, Trivandrum. The Social Education Day was celebrated on November 1, 1953 throughout the State and the Trivandrum centre conducted a Social Education week devoted exclusively to the educational propaganda for the Five Year Plan. 24 Film shows were also exhibited in connection with the labour week. Two Adult Education Inspectors were deputed to undergo training in Mysore.

Scholarships of various categories ranging from Rs.2/- to Rs.5/- p.m. were awarded to the deserving students of Middle and High Schools. Ten teachers were sent for training in physical education at Y.M.C.A. Saidapet, Madras.

The total expenditure incurred by Libraries in the State amounted to Rs.6,96,673 while receipts including Government grant amounted to Rs.7,35,920. There were 285 major and 1372 minor libraries in the State during the year, of which 107 were affiliated to the Travancore-Cochin Library Association. New buildings were constructed for 27 libraries.

TRIPURA

Free primary education is being provided to as many children as possible in the age group 6-12. In this sphere of education, the number of schools, scholars and teachers was 535, 28,200 & 986 in 1953-54 respectively as against 461, 24,560 & 700 of the previous year. Basic education is gradually replacing primary education and during the year six Junior Basic Schools and 2 Senior Basic Schools were started. Under the State Five Year Plan, one High School for girls was started during the year. A sum of Rs.20 lakhs has been earmarked for the expansion of the MaharajaBir Bikram College building, hostels etc., during the Plan period. Out of this about 5½ lakhs of rupees

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have already been utilized. The total expenditure on education during 1953-54 was Rs.22,23,810 (9.50% of the total budget) in 1953-54 as against Rs.18,99,814 of the previous year.

31 Social Education Centres were started during the year and 62 Social Education Teachers were appointed. Books and equipments worth Rs.10,000 were purchased for the Government Public Library at Agartala and for seven other Sub-Divisional libraries.

VINDHYA -- PRADESH

The number of Primary schools opened in 1953-54 was 150 at a cost of Rs.2,12,573. 100 primary school teachers and 50 secondary school teachers were sent up for training.

One Inter College, 15 A.V.M. Schools and 5 High Schools were also opened and amounts spent in that behalf were Rs.59,855, Rs.80,109 and Rs.1,99,098 respectively. Music classes were introduced in 5 High Schools entailing a recurring expenditure of Rs.0.1 lakh. Science and Commerce subjects were introduced in degree colleges. The Polytechnic, Leather-working and Agricultural Institutes were also re-equipped.

WEST -- BENGAL

The 10 Year Plan of Compulsory Primary Education completed its third year. An additional 1.30 lakhs of children of the age group 6-11 were brought under compulsion in about 104 unions and 210 villages; the additional area covered was 1300 Sq. miles in 11 distts.

The improvement and gradual conversion of 2 batches of 10 Primary schools into Basic Schools in 8 Development Blocks under the Community Development Project was undertaken at a cost of Rs.2.83 lacs (Non-Recurring) by way of grants to the District School Boards.

85 Government sponsored Junior Basic Schools were opened in 10 districts at a cost of Rs.12.45 lakhs. 10 Junior Basic Schools were also opened in the Raniganj Coalfield area with the help of the Colliery owners. A scheme for the construction of residential and teaching accommodation for Junior Basic Schools has been put into effect; in this way the teachers will always be on the spot to look to the educational and other requirements of the pupils. The accommodation in the schools is thrown open in the afternoons for literary and other social activities of the community.

A Government Basic Training School was set up at Siksha-Niketan, Kalanavagram and another at Jhargram, where the land was generously donated by the Raja of Jhargram. The proximity of the Agricultural Experiment Centre at Jhargram will help the development of an agricultural bias in the students. Total expenditure incurred amounted to Rs.7.92 lakhs.

4 Senior Basic Schoolsahave been taken up for development as multi-lateral schools by the inclusion of technical courses.

A Board of supervisors, consisting of officials and non-officials has been set up to supervise the conduct of the Basic Training Institutions.

Dearness allowance of Primary School Teachers was increased from Rs.4/- to Rs.10/- while category 'A' and 'B' teachers received an increase of Rs.5/- in their Basic pay.

The West Bengal Secondary Education Board set up in 1950 was suspended as there was evidence of mal-administration. An Administrator was put in charge pending its reconstitution on the basis of Secondary Education Commission recommendation. A Commission of 3 members was also set up to enquire into the conditions of Secondary Education generally in the State.

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The number of secondary schools increased and grants-in-aid were paid to an additional 132 new High Schools and 132 new Junior High Schools.

A number of High Schools particularly Girls High Schools were improved during the year.

The scheme for granting higher initial salary to qualified teachers of Secondary schools was put with effect from 1.4.54 while the rate of Government dearness allowance to teachers in aided schools was raised from Rs.10/- to Rs.17/8/- p.m. with effect from 1.3.54.

The Jhargram Agricultural College was taken over by Govt. from the University while the management of Sripat Singh College, Jiaganj was taken over as a sponsored college with an endowment from the donor. Arrangements were made for the improvement of teaching in Government and non-Government colleges. A sum of Rs.1 lakh was sanctioned towards research schemes on scientific subjects undertaken by Professors in Government and non-Government colleges. Grants were also paid towards the maintenance of non-Government Arts Colleges.

Considerable stress was laid on technical education. A sub-committee of the State Council for Engineering and Technical education was set up to effect improvement in Diploma Courses; part-time courses in institutions in industrial areas was proposed to enable persons in supervisory grades to gather wider practical experience. A technical course was started in the Ballygunge Government High School.

7 American Professors from Wisconsin University have been posted to the B.E. College for a period of one year under the Sisterhood Scheme of the F.C.A. programme. The College also participated in the International Exhibition on Low Cost Housing in Delhi with a house designed to suit the hot humid conditions of West Bengal.

Steps have been taken towards implementing the scheme for establishing a School of Printing Technology which was approved by the Government of India.

An Institute of Education for women has been set up at Hastings House by separation of the Women's Section of the David Hare Training College.

The courses of training at the Government College of Art and Crafts were improved by the provision of an improved type of training in 5 different crafts. A new Department of Craft with an expert Superintendent has been set up to cater for specialised design for cottage industry.

The Goenka College of Commerce and Business Administration opened its B.Com. Course in addition to the National Diploma Course of the A.I.C.T.E.

The first Statutes under the Calcutta University Act, 1951 have been framed and given effect to and some of the new Boards and Councils under the University have been constituted through fresh elections.

In the field of Research and Culture, the Indian Association for the Cultivation of Science, the Institution of Culture under the Rama Krishna Mission and the All India Institute of Social Welfare and Business Management, which are regarded as Central Institutions and other Research Associations were given grants-in-aid totalling Rs.2.05 lakhs.

The construction of additional buildings for the Sanskrit College and Research Department has been completed.

(P.T.O.)

Vigorous and concentrated efforts have been made for the liquidation of mass illiteracy and for the propagation of Social and Civic Education. There were 485 Literary Centres and 322 complete centres in the State during the year in addition to Adult Education Centres and Night Schools managed by Voluntary organisations receiving aid from the Government. 23194 people were made literate during the year. There are about 1300 recognised Public Libraries. Grants of varying amounts were paid to those which participated in the Adult Education Scheme. In addition, lump grants were paid to the Bengal Library Association and the Howrah District Library Association. An amount of Rs.35,000/- was paid towards the encouragement of Kathakata, Kavi and Jatra and other indigenous folk songs and recreative activities. A centre for the training of Kathaks was opened at Cooch Behar.

New educational films have been acquired for the Film library of the Education Directorate, which are loaned to educational institutions.

Two new community centres were established during the year. 82 Social Education Centres were opened in the 8 Community Development Blocks.

A 3-month course of training in Agricultural Practice for 30 village primary school teachers has been put into effect in order that the advice and practical help of these trained teachers may be available to the villagers in the matter of agriculture, gardening, animal husbandry etc.

8 Youth Hostels in the Districts of Darjeeling and Jalpaiguri have been fully equipped. 28 Youth Camps were held during the year. The Institution of Mountaineering has been set up at Darjeeling A State Advisory Committee has been set up to advise Government on the establishment and management of Youth Hostels.

An amount of Rs.13 lakhs was spent on the education of the Backward classes, Scheduled castes and Scheduled tribes. A new hostel mainly for the scheduled caste and tribes was established by the Rama Krishna Mission.

A sum of Rs.11.82 lakhs was spent on the N.C.C. which has Army, Navy and Air Wings in the Senior Division.

An amount of Rs.10,000 spent annually for the encouragement of literature; Rabindra Memorial Prizes are also awarded annually for the best published work on literary and scientific subjects in Bengal: 12 eminent scholars, poets and authors in indigent circumstances are in receipt of pensions.

A State Council for School Broadcasting has been set up to ensure better utilisation of the radio for school purposes.

An Education Bureau has been set up for the operation of the various educational projects as may be undertaken by Government. The Bureau will also furnish necessary guidance and information to voluntary organisations and private individuals regarding educational facilities in the country and abroad.

In the course of 5 years, the West Bengal Government have increased their educational provision from Rs.2.97 crores to Rs.7.73 crore.

No reports have been received from the following State Governments:-

Andaman & Nicobar Islands, (2) Bihar, (3) Bombay, (4) Coorg, (5) Jammu & Kashmir, (6) Kutch, (7) Madhya Bharat, (8) Orissa (9) Pepsu, (10) Rajasthan and (11) Uttar Pradesh.

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APPENDIX A(b)(ii)

MEMORANDUM

1116

CENTRAL ADVISORY BOARD OF EDUCATION

Item III(b)(ii) of Agenda Twenty Second Meeting - New Delhi
January, 12th, 13th & 14th
1955.

Report of the Progress of education of Scheduled Tribes and Scheduled Areas in various States with particular reference to the Educational Development Schemes under Article 275 of the Constitution and Welfare of the Tribal People in Part 'C' States.

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The following is a brief record of the progress report by the different States on the above subject:-

Bihar

During 1952-53 the scheme of the Education Department relating to the opening of two primary schools for the Scheduled Tribes in the hill region of the Scheduled district had been approved for grant-in-aid under Art. 275 of the Constitution by the Government of India and a sum of Rs.13,000/- was allotted for the scheme. Later/however the State Government proposed to the Government of India to divert the amount to other schemes which are being implemented for the Welfare of Scheduled Castes and Scheduled Tribes. They also proposed that a sum of Rs.3,71,500/- out of the grant of Rs.7,43,000/- originally sanctioned by the Government of India for minor irrigation works may be diverted to the following educational development schemes which were being operated for the benefit of Scheduled Castes and Scheduled Tribes:-

1. Opening of two primary schools for aboriginals in Scheduled district.
2. Opening of Primary schools in the backward areas.
3. Subsidising of high school
4. Opening of training Centres for teachers of Hindi schools started in the backward areas of the State.

Educational Development Schemes pertaining to 1953-54, costing Rs.48,65,174/-, were forwarded to the Government of India for grant-in-aid under Article 275 of the Constitution. However, only one scheme, namely, that of educational development of Seraikella and

Kharsawan costing Rs.3,82,480/- was approved by the Governmen of India.

Bombay

Primary Education Government have opened 116 special schools in pursuance of the recommendation made by the Wandrekar Committee for the expension of educational facilities for Adivasis in the Scheduled Area of the Thana Dist. and compulsory Primary Education for 7-11 age group children has been introduced in Dahanu, Makhada and Umbargao Talukas. Government have also opened two shifting camp schoo for Katkaris in Thana Dist. In addition, 26 new schools have been opened in school-less villages with a population of 300 and above but not exceeding 900 in the Jhalod Taluka of Panchmahals District.

There are 26 Backward class hostels in the Schedule Areas which are run through the District School Board, concerned. 180 scholarships were awarded to the pupils belonging to the Scheduled Tribes and Scheduled Areas during 1953-54 as against 95 scholarships awarded in 1952-53. In addition to the ten Ashram schools sanctioned by Government during 1953-54 ten more have been sanctioned by Government during the current year and of these six have been opened. During 1953-54, the voluntary agencies running the Ashram schools have been paid total grants amounting to Rs.261174/-. A grant of Rs.3,63,673/- was paid to 56 hostels during 1953-5 This year's grant is payable at a flat rate of 80% of the approved expenditure on the 56 Backward Class hostels.

Secondary Education All children of the Backward Classes including the Scheduled Castes are entitled to admission without discremination to any recognised school. I addition to the concession of freestudentships, Government have sanctioned Middle, High and Vocational High School Scholarships for the Backward Classes, including those belonging to Scheduled Tribes.

Training of Teachers. The pupils of the Backward Classes including Scheduled Tribes are exempted from the payment of tuition fees in Non-Government Primary Training Institutions. No tuition fee etc. is charged from these students in Government Primary Training Colleges. In addition stipends of Rs.20/-p.m. are paid to eligible Backward Class candidates. The number of stipends is restricted to 560.

College Education The Backward Classes students including those belonging to Scheduled Tribes are awarded Government Special Free studentships. In addition they are awarded Government scholarships of Rs.25/- p.m.

In addition Government has maintained two hostels one at Poona and the other at Hubli for the pupils in Secondary School and Colleges. In June 1954 a third hostel was opened at Ahmedabad.

Lump sum scholarships for the purchase of books and slates and monthly scholarships to students in Medical Colleges were given in 1953-54.

Orissa

Ashram Schools The residential Ashram Schools in Tribal Areas are slowly but steadily developing into ideal institutions for the all round development of the tribal boys. 32 Ashram Schools were opened upto the end of the year under report. Of these 17 including one for girls are situated in Scheduled Areas.

A Parents Day is observed at these Ashram schools. On this day, the parents of the inmates are invited to inspect the school and observe the activities of their wards.

Activities For all the Ashram Schools a standard routine has been prescribed including games, phsysical exercise and parade drill. Cultural activities, like debating, excursions and practical rural reconstruction work in nearby villages continue to be done. A sum of Rs.5,45,987/- was spent on these schools during 1952-53 as against Rs.4,52,378/- in the proceeding year

Sevashrams. The Sevashrams have a 3 years' course. Students passing out of a Sevashram not only acquire a working knowledge of various subject passing from the ordinary L.P. Schools. In the 555 Sevashram opened throughout the State upto 1952-53 there were 26,067 students as against 20,183 in the proceeding year.

Harijan Udyogashala, New Delhi For receiving higher training in crafts like weaving, tailoring, carpentry, smithy etc. Government have been sending students every year. No new batch could be sent due to financial stringency. However, provision for sending 10 students have been made in the next year.

Scholarships Scholarships and stipends are given by Government to Adibasi and Harijan students at other educational institutions. They continue to enjoy exemption from school and college fees. A sum of Rs.5,00,000/- was provided for the purpose in 1953-54. Besides the State Government scholarships, Government of India also grant special scholarships amounting to Rs.67,268/- from Government of India during 1952-53. Financial assistance to University candidates for payment of examination fees continued to be given as before. A sum of Rs.3,230/- was spent on this account in 1952-53.

Special Hostel for the students reading in the local high school has been started in the old schellac Factory building at Rairangpur in the Mayurbhanj Dist.

Industrial and Technical Education The industrial school at Angul Phulbani, Bolangir and Sundergarh continued to impart industrial training to the Scheduled Tribes and other students during the year. Besides 7 candidates are being given training in the Rastrabhasa Press, Cuttack, 9 students are receiving higher technical training outside the State.

Madhya Pradesh

Provision exists for imparting education to the school going children of the tribal people under Tribal Welfare Schemes. The information given below will indicate the progress for the year 1953-54 and beyond March, 1954.

Name of the Scheme	Progress made upto 31.3.54	Target aimed at during 1953-54	Targets achiv during 1953-54	Beyond March 1954
Opening of Primary Schools.	225	225	251	251

Name of the Scheme	Progress made upto 31.3.54	Targets aimed at during 1953-54	Targets achieved during 1953-54	Beyond March 1954
Opening of Middle Schools	27	42	34	34
Opening of Hostels schools	27	42	34	34
Opening of handicraft sheds	27	42	34	34
Award of middle school scholarships	750	850	850	950
Award of high school scholarships	300	400	400	450
Award of college scholarships	43	50	44	-
Award of stipends to normal school trainees	100	140	122	180
Award of stipends to students residing in hostels attached to middle schools	675	1200	1020	1020

Expenditure envisgaged for 1953-54 Rs.17,28,700/-

Expenditure incurred N.R. Rs.4,20,979/-

R Rs. 10,36,142/-

Total Rs. 14,57,121/-

If the targets were not achieved why were they not achieved.

The revised Tribal Welfare Scheme was introduced in this State from 1st Dec., 1952. By the end of the year 1953-54 only 30 centres were organised. Owing to the difficult nature of the scheduled areas and various other difficulties, 4 primary schools 8 middle schools, 8 hostels and handicraft sheds could not be established.

College scholarships could not be awarded for want of applications.

180 hostels stipends could not be awarded as the required number of hostels could not be organised.

During the year the management of 3 high schools at Dharni, Dindori and Baihar was also taken over under the scheme.

The following facilities are offered to the students taking education in the primary and middle schools opened under the scheme:-

1. Free education.
2. Free supply of books and slates to students in Prima schools.
3. Midday refreshments to students in primary schools.
4. Free supply of dresses to girls.

In addition 547 primary schools and 24 middle schools have been taken over from the Education Department. Forest Department and Janapada Sabha for management under the Tribal Welfare Department with effect from 1.4.54.

A Research Institute at Chhindwara has been opened and a special normal school for training teachers required for the schools under the Tribal Welfare Scheme has been started at Sijhora in Mandla district with effect from 1.4.54.

West Bengal

Apart from the general facilities shared by the Scheduled Castes, Scheduled Tribes and Other Backward Classes with others Government have created a fund for promotion of education amongst educationally backward classes to give special facilities to them. The total expenditure from this fund in 1953-54 is given below:-

	Scheduled Castes Rs	Scheduled Tribes Rs	Other Backward classes Rs	Total Rs
1. Stipends-Primary stage mainly in Non-District School Board areas	9,876/-	1,584/-	1,464/-	12,924/-
2. Stipends -Secondary stage	1,58,684/-	41,234/-	20,916/-	2,20,834/-
3. Stipends for boarding charges	41,100/-	14,450/-	8,470/-	64,020/-
4. Stipends -Collegiate stage	48,240/-	2,510/-	26,940/-	77,690/-
5. Stipends for boarding charges	13,050/-	900/-	1,800/-	15,750/
6. Stipends -Professional & Technical	18,140/-	4,620/-	4,860/-	27,620/-
7. Stipends -Miscellaneous	2,340/-	-	180/-	2,520/-
8. Books & Slates - Primary stage.	12,191/-	3,259/-	1,863/-	17,313/-
9. Books & Examination fees - Secondary	27,949/-	6,851/-	4,715/-	39,515/-
10. Books & Examination fees - Collegiate	380/-	-	-	380/-
	3,31,950/-	75,408/-	71,208/-	4,78,566/-

11. Maintenance of Calcutta hostels for Scheduled Castes etc.	24,385/-
12. Capitation grant to hostel outside Calcutta for these	20,535/-
13. Grant-in-aid to School catering mainly for Scheduled Castes etc.	2,75,009/-
14. Building grant to the above schools	58,297/-
15. Furniture and equipment grant to them	14,066/-
16. Prize grant for the schools for Scheduled Caste students etc.	4,650/-
17. Grant to Basic Schools in lieu of local contribution	50,400/-
18. Miscellaneous expenditure for Scheduled Castes etc.	16,882/-
	9,42,79[illegible]/-

Items 11-18 involve an expenditure of Rs.4,64,224/-.

Under Art. 275(I) of the Constitution, Government of India has been giving grant-in-aid to the State for the Welfare of Scheduled Tribes. The following expenditure was made from it through the Education Department during 1953-54:-

Name of the Scheme	Amount spent in 1953-54 Rs
1. Improvement of Santal Hostel at Balurghat, West Dinajpur.	8,000/-
2. Construction of a hostel for Santal boys at Ranibandh, Bankura	4,600/-
3. Construction of an adjunc to the school hostel for Santal boys at Khatra, Bankura	6,300/-
4. Construction of a hostel for Santal boys of K.K. Institution at Jhargram, Midnapore	10,000/-
5. Establishment of an Extended M.E. School for Aboriginals at Alipur P. S. Mamari, Burdwan	15,000/-
6. Construction of a hostel attached to Bandhgora Junior High School, Birbhum with 12 seats for Tribal boys.	20,000/-
7. Extension of R.K. Mission Siksha Mandir hostel at Sarisha, 24 Parganas for 15 Santal boys.	17,772/-
8. Establishment of an Adibasi hostel at Buibulchandi, Malda	8,000/-
9. Improvement of the Santal hostel at Englishbazar, Malda	10,000/-
10. Establishment of 4 basic schools (with equal contribution from the State Revenues)	46,960/-
11. Construction of a hostel for Tribal boys of Kankradura High School, Bankura.	3,040/-
12. Extension of the Bhutia Boarding House at Darjeeling.	7,228/-
	1,56,900/-

Besides, a sum of Rs.64,760/- from the Government of India grant of 1953-54 has been placed in the Tribal Welfare Funds of some Districts for education of the Scheduled Tribes students.

Rajasthan

Exemption from tuition fees

The Government have issue orders that from the academic session beginning with July '51 all Backward classes students including Scheduled Tribes students may be exempted from payment of tuition fees in all Government educational institutions.

Scholarships

In order to further encourage the Backward Classes students and to aid them to meet their educational expenses the Backward Classes Welfare Department also grants scholarships to the Scheduled Tribes and Other Backward Classes students. Financial aid is also given by this Department to deserving poor students of Scheduled Tribes and Other Backward Classes for payment of their examination fees.

Primary and Night Schools

Although it is not the policy of the Government to open separate school for the Scheduled Tribes and Other Backward Classes students some separate schools have been opened by the Backward Classes Welfare Department in places where there were no general schools. In 1951-52 there were 50 such primary schoo but now the Department is running 100 primary schools. The Department is also at present running 30 night schools to educa Scheduled Tribes Adults. The special feature of these school is that the teachers in these night schools are required to do specific Social Welfare work for the development of the Backward Classes.

Students getting Education in important Institutions

The Backward Classes Welfare Department has also reserve 5 seats for the students in Vidya Bhawan, Udaipur and all the expenses of these students are paid by this Department. 3 students are also getting education in Harijan Udyogshala, Delhi at a scholarship of Rs.25/- per month.

Reservation of seats in Institutions and Colleges.

One seat for Scheduled Tribes student has been reserved in the Engineering College, Jodhpur, one seat in M.B.B.S. course, in Sawai Mansingh Medical College, Jaipur and one seat at Birla Engineering College, Pilani. This reservation is in addition to seats secured by these candidates who come out successful in general selection.

Hostel Facilities

5 hostels, mainly for the Scheduled Tribes students, have been open at Sagwara, Pratapgarh, Banswara, Kotda and Kherwara for girls. Besides, the Department is having 5 Divisional headquarters hostels at Jaipur, Jodhpur, Bikaner, Kohat and Udaipur. All the expenses of these students on their education, clothing, food, fees, books etc. are borne by the Department.

Female Education

To encourage female education the Department is already running a girls hostel at Kherwara. In addition to the above, one girl is getting education in Banasthali Vidya Peeth, Jaipur, 15 in Mahila Mandal, Udaipur and four at Mahila Mandal, Bhilwara.

Voluntary Agencies.

There are also a number of voluntary agencies which are doing welfare work for Scheduled Tribes, such as, (1)Rajasthan Seva Sangh Dungarpur,(2) Banswara Jila Seva Sangh, Partapur and (3) Gandhi Ashram Kushal Garh.

These institutions are running 61 Primary schools and 5 Hostel for boys and one hostel for girls. These institution are given 75% of their approved expenditure by the Backward Classes Welfare Department.

Propaganda

In order to educate public opinion, one Propaganda Assistant has been appointed with headquarter at Udaipur. His main duty is to make members of the Backward Classes understand the advantages of education, sanitation, batter farming, cooperation etc. The voluntary agencies who are given aid also do propagannda work.

Industrial Training

For raising the economic status of Backward Classes, the Department has started industrial training Centres at Sajjangarh, Falonj, Sagwara, Pratapgarh, Keshariabad and Rangila Forests of Dungarpur Dist. The students attending these Centres are also given scholarships @ Rs.25/- p.m. After training, these students are also supplied with some tools and implements free of cost to establish themselves.

Training Camp of Teachers

Last year a training camp for teachers was organised in Udaipur to give them an idea of Social Welfare Work. 62 teachers participated in the Camp.

All the above schemes which have been mentioned in the above are being continued during 1953-54.

Details of expenditure incurred during the proceding two years on the educational Development schemes under Art. 275 of the Constitution, including the grant-in-aid received from the Central Government are as follows:-

	1952	1953
Recurring	13,859	1,19,770/1106
Non-Recurring	90,300	1,78,716/6/-

Himachal Pradesh

The Government has been awarding scholarships out of the grant given by the Government of India for the Welfare of Schedule Castes, Scheduled Tribes. During 1952-53 a sum of Rs.4,160/- was spent on this account. In 1953-54 scholarships were awarded to the value of Rs.8,878/- In 1954-55, a sum of Rs.15,420/- has been allocated to the Education Department which will be utilized for awarding scholarships.

1 High School, 2 Middle Schools, 1 Lower Middle School and 27 Primary Schools have been set up to the needs of the tribal people. These students, besides getting stipends, are exempted fr the payment of tuition fee at all stages of their education. There are, however no Basic or Teachers' Training school in the Tribal areas.

Pepsu

A sum of Rs.4,94,052 in 1952-53 and another sum of Rs.4,42,00 in 1953-54 was spent for the Education of Scheduled Tribes and Scheduled Castes etc. in Scheduled Areas. In 1954-55 the State Government has ordered free education to such students in all

Government educational institutions upto M.A. classes and stipends are granted to those reading in private recognised educational institutions.

Travancore-Cochin

Starting of pial schools Pial schools are run by the Department in forest areas and in the remote villages where the scheduled tribes are residing. In these schools numbers of Scheduled Tribes are appointed as teachers. Instruction is imparted in 3 Rs. During the financial year 1953-54, there were 10 pial schools.

Primary education During the academic year 1953-54 there were approximately 200 students belonging to the Schedul Tribes in the various primary schools. These students are given free supply of books and other school requisites: This year the number of students is expected to be almost double that of previous year.

Secondary Education There were 64 scheduled tribe students during 1953-54. They are given lump sum grant of Rs.10 p.a. for books and clothes and monthly stipend of Rs.5 each. This year it is hoped there will be 120 students.

High School Students are given full fee concession, monthly stipend at the rate of Rs.7/- and lump sum grant of Rs.15/- each for books and clothes. There were 16 students last year and this year the number increased to 30.

College Education During 1953-54 there was one scheduled tribe student. This student was given full fee concession, monthly stipend of Rs.45/- and lump sum grant of Rs.50/-. This year there are two students.

Boarding schools: Grants are given to private agencies for conducting Boarding schools. The Servants of India Society is conducting 2 Boarding schools, one at Orukombankutty in Charlakudy Hill and the other at Pottencadu in Munnar area. Monthly grants of Rs.250/- and Rs.100/- are given to these Boarding schools, respectively.

Welfare Centres For the eradication of illiteracy among the adults of the Scheduled Tribes, and for improving their cultural standard, adult schools are proposed to be opened. These adult schools will be part of Welfare centres and will be located in the tribal settlements.

Last year the budget provision for the Scheduled Tribes Welfare work was Rs.1,00,000/- out of which Rs.10,700/- was spent on education. An amount of Rs.2,00,000/- is provided to be spent for welfare schemes for scheduled tribes in the current year's budget out of which Rs.33,400/- is for education.

Vindhya Pradesh

Payment of Non-Government Fees The students belonging to Scheduled Castes Scheduled Tribes have been exempted from the payment of non-Government fees i.e. Gram, Union, Games and Examination fees. Rs.4,415/- and Rs.1,585/- were paid on behalf of the Scheduled Castes and Scheduled Tribes during 1953-54. An amount of Rs.22,431/5/6 and Rs.28,593/- were spent in 1953-54.

Free distribution of books and Stationery. Books and stationery worth Rs.9,040/- and Rs.7,200/- in 1952-53 and Rs.14,661/3/3 and Rs.8,927/5/6 in 1953-54 were distributed among Scheduled Castes and Scheduled Tribes students respectively. During the current year Books and Stationery worth Rs.9,268/12/3 and Rs.10,266/-/6 have been distributed to Scheduled Castes and Scheduled Tribes students.

Opening and Maintenance of Night Schools During 1952-53 Rs.3,272/- and Rs.1,415/- was incurred on opening and maintenance of 25 Night schools for Scheduled Castes and 9 Night schools for Scheduled Tribes. During 1953-54 all the above 34 Night Schools were continued and 16 Adult moving schools were also opened in Scheduled Areas. An expenditure of Rs.5,733/8/9 was incurred on the Night Schools for Scheduled Castes and Rs.5,497/9/3 was spent on Adult Moving and Night Schools for Scheduled Tribes.

Schoparships (General and Technical) Scholarships are being awarded to all the Scheduled Castes, Scheduled Tribes students. During 1952-53 Rs.2,060/- and Rs.2,700/- were spent respectively on the award of scholarships to 40 Scheduled Castes and 57 Scheduled Tribes Students. During 1953-54 Rs.4,088/2/- and Rs.5,052/- were spent on the award of scholarships to 88 Scheduled Castes and 83 Scheduled Tribes students. This year the Government have, however, sanctioned allotments of Rs.5,205/- and Rs.4,350/- for grant of scholarships to Scheduled Castes and Scheduled Tribes students which have been placed at the disposal of District Inspectors of Schools and the Principals of the Colleges for the purpose.

Opening and Maintenance of Ashrams: During the period ending 31st March, 1953 eight basic residential Ashrams were opened through the Vindhya Pradesh Harijan Sewak Sangh and Adimjati Sewak Sangh. 5 Harijan Ashrams, three for boys and two for girls, 3 Adivasi Ashrams, 2 for boys and one for girls. About 200 boys and girls were educated in these Ashrams and provided free boarding lodging and clothing facilities. The students were also trained in home crafts such as spining, weaving etc. A sum of Rs.57,000/- was spent on the maintenance of these Ashrams.

During the period ending March 1954, two girls' Ashrams at Newgong and Govindgarh were taken over by the Government and were run departmentally. Total expenditure incurred on the maintenance of these was Rs.15,842/-.

A grant-in-aid of Rs.18,000/- was paid to the Harijan Sewak Sangh for maintenance of these Ashrams. The grant-in-aid of Rs.18,000/- was paid to Vindhya Pradesh Adimjati Sewak Sangh for the maintenace of three Adivasi Ashrams mentioned above. Besides 5 vocational residential Ashrams were opened in the tribal areas through the V.P. Adimjati Sewak Sangh at a total cost of Rs.30,000/-.

Maintenance of two forest schools Two schools were opened in the forest areas each in Bhanmarkhoh (Sidhi) and Chari(Tikamgarh at a cost of Rs.1,500/- each during 1952-53. These schools were continued during 1953-54.

Clothing for students. With a view to attracting and encouraging more students belonging to Scheduled Castes and

Scheduled Tribes to receive education, uniforms were given to boys and girls at a total cost of Rs.3,000/- and Rs.2,000/-, respectively, during 1952-53. During 1953-54 uniforms worth Rs.14,267/4/6 were given to boys and girls belonging to Scheduled Castes and Rs.13,282/3/- were given to boys and girls belonging to Scheduled Tribes. During 1954-55 uniforms made of khadi worth Rs.15,000/- will be given to Scheduled Castes and Scheduled Tribes students.

Ajmer

There was a provision of Rs.25,080/- during 1953-54 for the award of scholarships to the students belonging to Scheduled Castes, Scheduled Tribes and Other Backward Classes and actual amount spent during the year was Rs.24,756/- for the award of 871 scholarships. Rs.7,000/- were also provided for scholarships to 515 Harijan students.

Basic and Secondary Education . Basic Primary Education in rural areas of the State is free. At present there are 255 Basic schools and 30 more schools will be added during the current academic year. The students who belong to the Scheduled Tribes, Scheduled Castes and Other Backward Classes are presuaded to attend school, but the results so far achieved are not encouraging. With the enforcement of Compulsory Primary Education Act, shortly, it is hoped that the Backward Classes students will attend school in grater number.

In Middle, and High Schools as well as Colleges fee concessions are given to the students belonging to these classes.

Training of Teachers Candidates belonging to Scheduled Tribes, Scheduled Castes and Other Backward Classes were given sympathetic consideration in selection for admission to the Basic Teachers Training Institute, Ajmer.

Coorg

There were 1766 Scheduled Caste and 620 Scheduled Tribes pupils studying in various educational institutions during 1953-54. Apart from exempting these pupils from the payment of tution fees in all educational institutions, deserving pupils were also given scholarships. Facilities, such as the supply of midday meals, milk powder, books and stationery and two sets of dress were also provided to these pupils at a cost of Rs.60,564/9/- for Scheduled Castes and Rs.35,942/- for Scheduled Tribes. Those pupils who were boarders in the hostels attached to the Government High Schools were granted boarding grants at the rate of Rs.25/- p.m. for a period of 10 months. Two schools were exclusively started for the benefit of the Scheduled Tribes pupils at Habbab, Badragola and Habbab Vantiangadi.

Kutch

During 1953-54 a sum of Rs.35,912/- was spent for the Welfare of Backward Classes on giving grant to (a) Bhuj Harijan Chhatralaya (b) Thakkar Bapa Vidyarthi Ashram, Anjar (c) Gandhi Harijan Balashram, Mandvi for providing free lodgings, Boarding, Education, Clothes etc. and on the following other schemes:-

2 Tution Fees to recognised schools.
3. Scholarships for Industrial Training and Higher Education.
4. Books and Clothes.
5. Organising Social Education Centres.

Rs.1,772/- were spent for opening one school at Khirasara, near Vinza in Abadasa Taluka for the Welfare of Ex-Criminal Tribes.

Rs.16,182/- were spent for the Welfare of Scheduled Tribes on the following schemes:-

1. Expenditure on Sardar Hostel, Vallabhpur
2. Free Clothes and books.
3. Organising Social Education Centres.
4. Organising Social Education Camp.

All the above mentioned schemes are continued during 1954-55. There are also the following additional schemes for the Welfare of Scheduled Castes, Scheduled Tribes and Other Backward Classes.

1. 45 monthly scholarships are given to deserving students studying in middle and High School class.
2. A new hostel for 30 Harijan students is being opened at Naliya, in the Western Sub-division of Kutch.
3. A new girls' section will be added at the Sardar Hostel at Vallabhpur in the eastern Sub-division of Kutch for Scheduled Tribes.
4. A new basic school for Scheduled Tribes will be opened at the above mentioned place.
5. Ten new social education centres are being opened at different villages.
6. Three new primary schools at villages which are mainly inhabitated by the Ex-Criminal tribes are opened.

Manipur

High Schools The Mao Maram High School was taken over by Government in April 1954. This is the 2nd High School in the Tribal areas. Churachandpur High School was given a grant-in-aid of Rs.200/- p.m.

Training of Teachers. 6 out of the 12 tribal teachers who joined teachers Training school in 1952-53 completed their normal training course. The remaining 6 undermatriculate teachers continued their 3rd year of training course. 12 Tribal teachers who joined Guru training course in 1953-54 completed their course. 8 out of the 12 Guru trainees passed the final examination. 24 Tribal teachers 12 in the Normal course and 12 in the Guru course are now undergoing training at Imphal. The total number of trainees in the year 1954-55, including 6 under-matriculate teachers who are still continuing their 3 year of training course is therefore 26.

3 graduates from the Tribal High Schools were deputed to training - 2 in B.T. and 1 in B.Ed.

M.E. Schools Government aided M.E. schools were taken over by Government in 1953-54 and Kangpokpi aided M.E. School was converted to Government M.E. School in 1954-55.

U.P. Schools Provision for 4 additional U.P. pandits were made in the budget of 1953-54. The scheme has been duly implemented.

L.P. Schools No new L.P. school was opened in 1953-54. But one pandit of Solitokhe L.P. School was withdrawn due to shortage of pupils and with the provision an L.P. school opened at Makhan from 1.1.54.

Additional Pandits 19 pandits in 1953-54 and 27 additional pandits in 1954-55 were appointed to existing 10 L.P. Schools.

Grants-in-aid to Educational Buildings Rs.1.7 lakhs in 1953-54 and Rs.2 lakhs during the current year has been allotted for improvement of Educational buildings and construction of furniture out of the Educational advancement grants. The entire amount was spent during 1953-54 on construction of school buildings, Hostels with attached kitchen and furniture.

Tripura

During 1952-53 90 primary (80 single teacher and 10 double teacher) schools with Boarding houses were started in tribal areas and 100 teachers recruited for them . The expenditure incurred on this account was Rs.44,200/- Besides lump grant of Rs.14,400/- was also sanctioned from Chief Commissioner's Discretionary grant to 25 Primary and 25 Secondary schools.

During 1953-54 more stress was given to the re-inforcement of the staff-strength of single teacher schools with a view to improving their efficiency. This was done for 21 schools.

Two S.I of schools were appointed for better management and supervision of the schools started in the Tribal area.

One boarding house attached to a Primary school was started. One Junior Basic school with boarding facilities attached to it was also started in the Tribal area.

Rs.17,430/- was privided for the equipments and furniture of the Primary schools.

Rs.6,300/- was sanctioned from the Chief Commissioner's Discretionary grant for the Welfare of the Scheduled Tribes for construction of one Primary school and the Junior Basic school.

Grant-in-aid @ Rs.30/- p.m. was sanctioned to 18 private primary schools started by the local pupils in the tribal areas

The expenditure on schemes relating to education under the Tribal Welfare amounted to Rs.1,23,900/- in 1953-54. This excludes the lump grant sanctioned from the Chief Commissioner Discretionary grant sanctioned above.

The question of providing Boarding facilities to t Tribal students in important since the tribal students com from higher education. There are 4 boarding houses attached to 4 high schools and 2 boarding houses attached to 2 middle schoo Besides, there are eleven Boarding houses attached to Primary Schools. There is one Senior Basic school with Boarding facilities attached to it.

There is a provision for reservation of 55% of school stipends for students belonging to Scheduled Castes, Scheduled Tribes and Other Backward Classes. 62 students of the above communities were granted school stipends out of the total 91.

MEMORANDUM

Appendix A(C)

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Central Advisory Board of Education in India

Item No.III(C) of the Agenda

Twenty Second meeting-New Delhi
12th to 14th January, 1955.

Subject:- REPORT ON THE ACTIVITIES & PUBLICATIONS OF THE CENTRAL BUREAU OF EDUCATION, INCLUDING THOSE RELATING TO EDUCATIONAL STATISTICS.

The main work of the Publications Section is:

(a) to prepare and print pamphlets, brochures and journals;

(b) to print, stock and distribute all the publications of the Ministry;

(c) to arrange for the exchange of Ministry's publications and to distribute gift books received from foreign countries.

'The Education Quarterly' is the most important periodic publication of the Ministry of Education. It was started in March, 1949 and is now in its fifth year of publication. The journal has provided useful information and material on the various educational activities and developments in India as well as in foreign countries. In recent years, its scope has been widened and, with the object of increasing its direct utility to teachers and other educational workers, it has carried contributions from educationists in India and abroad on significant problems of education, educational administration and accounts of useful educational administration and accounts of useful educational experiments.

Other publications brought out in the year 1954 are:-

1. All-India Report of Social Education for 1947-51.
2. Progress of Education in India, 1947-52 - A Quinquennial Review.
3. Proceedings of the Fifth Meeting of the All-India Council for Technical Education.
4. Report of the Committee on the relationship between the State Governments and Local Bodies in the Administration of Primary Education. (Kher Committee). (In Press)
5. Annual Report of the Ministry, 1953-54
6. A review of Education in India, 1953-54.
7. First Conference of the Indian National Commission for Cooperation with Unesco.

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8. Proceedings of the Eighth Meeting of the All-India Council for Technical Education. (In Press)

9. A Report on Blind Welfare in the U.K. (in press)

10. Proceedings of the Sixth (Special) Meeting of the All-India Council for Technical Education. (in press)

11. Proceedings of the Seventh Meeting of the All-India Council for Technical Education. (in press).

12. Proceedings of the 20th and 21st Meetings of the Central Advisory Board of Education.(in press).

A number of publications dealing with important aspects of education have been brought out during this year:-

1. Headmasters on Secondary Education.
2. Handbook of Suggestions for Teachers in Small Rural Schools.
3. School Record, by A.N. Basu.
4. Aims and Objectives of University Education in India.
5. Student Indiscipline, by Prof. Humayun Kabir.
6. Scholarships for Scheduled Castes, Scheduled Tribes and other Backward Classes.
(Second revised and enlarged edition).

A Hindi translation of 'Student Indiscipline' (by Prof. Humayun Kabir) has also been published this year.

In order to acquaint the general public with the plans and progress of Education in India in recent years, the following publications have been brought out:-

1. Seven Years of Freedom.
2. Azadi Ke Sath Varsh - A Hindi Version of I.
3. The Five-Year Plan - Schemes of Educational Development (in press).
4. The Five Year Plan - A Brief Review of Progress during 1952-53 and 1953-54.(in press).

In order to meet the general demand for more copies the second edition of 'Report of the Secondary Education Commission (Reprint) was also published this year.

A number of Provisional Lists of Technical Vocabularies in Hindi were prepared by the Hindi Section of the Ministry of Education. Five such lists were published by this Section during the year. The subjects of the lists are Agriculture, Transport, Railways, Communications and Posts & Telegraphs.

A pioneer illustrated publication entitled 'Child Art' the first of a series of pictorial publications, was also

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brought out.

In the series entitled 'Studies in Education and Psychology', the following books were published in 1954:

1. Teachers' Handbook of Social Education (Second Edition).
2. Experiments in Teacher Training, by Menon and Kaul.
3. Better Teacher Education, by K.L. Shrimali.
4. The Content of History in Indian Schools, by K.P.Chaudhury.
5. Understanding Basic Education, by T.S.Avinashilingam (in press).

EDUCATIONAL STATISTICS

1. The collection of educational statistics from States, Universities, Centrally Administered Institutions, etc. was continued. Special efforts were made to reduce the time lag in the publication of the Annual Reports on Education by sending an officer round the States to reconcile discrepancies on the spot.

2. A large number of statistical enquiries from foreign countries, international organisations, Ministries of the Central Government, educationists, Planning Commission, etc., were attended to.

3. A set of 12 Educational Wall Charts in attractive colours was brought out. These charts cover important topics such as Progress of Education, Output of Graduates, System of School Classes, Literacy, State Educational Budgets, etc.

4. (a) The following publications were brought out:-

(i) Education in the Universities in India, 1949-50.

(ii) Report on the Delinquent Children and Juvenile Offenders in India, 1950.

(iii) Education in the States of the Indian Union, 1950-51 - A Statistical Survey.

(iv) Education in Universities in India, 1950-51 - A Statistical Survey.

(v) Directory of Institutions for Higher Education in India, 1954.

(vi) Education in Universities in India, 1951-52.

(vii) Education in India, 1949-50.

(viii) Education in India, 1950-51.

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(b) The following publications will be brought out before 31st March, 1955:-

(i) Education in the States of the Indian Union, 1951-52.

(ii) Education in India, 1951-52.

INFORMATION SERVICE

Mimeographed sheets regarding facilities for study in Institutions in India and Overseas were brought out on a number of subjects and old information sheets were brought up-to-date. A large number of enquiries on various aspects of education relating to India and abroad received from students desirous of proceeding for higher studies, the general public, educationists, Universities and state student's Advisory Bureaux, Foreign Missions and other organisations were answered. A note containing general information for Indian Students going abroad was published in the December number of "The Education Quarterly" and 1500 off prints obtained for free distribution.

Efforts were made to equip the reference library attached to the Section with up-to-date calendars, prospectuses and other informative literature regarding educational institutions in India and Overseas. During this period (January 1954-December 1954) over 700 persons visited the information Section Library.

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'PARKASH'

MEMORANDUM

Appendix A(d)

CENTRAL ADVISORY BOARD OF EDUCATION IN INDIA

Twentysecond Meeting - New Delhi
12th to 14th January, 1954.

Item No. III (d) of the Agenda

SUBJECT: REPORT ON THE DEVELOPMENT OF AUDIO-VISUAL EDUCATION IN INDIA

During the year under review the following developments occured in the field of Audio-Visual Education at the Centre and in the State Governments:

CENTRE

The first meeting of the National Board for Audio-Visual Education was held on May 6th and 7th, 1953 in New Delhi under the Chairmanship of Shri K.G. Saiyidain, Additional Secretary to the Government of India, Ministry of Education. The Board made several recommendations for the development of Audio-Visual Education for implementation by the Centre and the States Governments. The proceedings of the meeting were published and circulated to the States Governments and educational institutions in the country and representative comments of the latter were sought on the report. In a series of circular letters issued by the Audio-Visual Section of the ministry, the attention of the State Governments was invited to the recommendations made by the Board which were for implementation by the State. The subjects of some of these letters were the establishment of State Audio-Visual Boards, the setting up of local museums by educational institutions, the establishment of adequately stocked film libraries on a state-wise basis at least and the formulation of auniform policy regarding the loan of films and filmstrips. The replies received from the State Governments are under examination.

In further pursuance of the recommendations made by the Board which concerned implementation by the Centre, steps have been taken by the Ministry in the following respects:

(1) In connection with the Ministry's plans for the production of educational films, the Board had approved and recommended 18 subjects on which films were to be produced by the Films Division, Ministry of Information & Broadcasting. Subsequently, however, it was decided to take up only 12 of these subjects during the year 1953-54. Synopses for 9 topics have been prepared and sent to the Films Division

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organised a two month seminar on Audio-visual Education in Delhi during the months May to July 1954, with the object of providing thorough training to persons nominated by the States and actually associated with organising and planning Audio-Visual Education in the States. 30 trainees from 16 States received the training.

The Central Film Library continued to acquire and to loan films, filmstrips and other audio-visual aids. It stocks 1,916 16 m.m. films, 1,176 filmstrips and 326 charts and posters. Its present membership is 526 and the circulation of films during the calendar year 1954 is 8,100. The library has acquired a dozen select full length childrens' entertainment films, some documentaries and feature films outstanding in the history of the cinema.

STATES

Ajmer - During the year under report circulars were issued to the Heads of High and Middle Schools directing them to purchase and use filmstrip projectors for teaching purposes.

Educational exhibitions were arranged in various Middle and High Schools of the urban and rural areas, where visual material prepared by basic schools was shown.

38 Dry Battery Radio Sets were purchased and sent to such villages which have no postal of transport facilities. Village teachers have been trained to operate these radio sets and programmes broadcasted by the AIR are listened to by the villagers.

The cinema and exhibition vans were further equipped with models, charts, films and accessories. The vans arranged 212 films shows in 140 villages. Lectures in the local dialect along with films and filmstrips shows were arranged on the subjects connected with the improvement of living standards and better cultivation methods.

Bhopal - Institutions were instructed to make greater use of pictures, posters, gramophone records and other audio-visual aids. Two filmstrip projectors and a number of filmstrips were purchased. A dozen schools have been provided with radio sets.

Bihar - A Board of Audio-Visual Education has been established to advise State Government on matters pertaining to the development of audio-visual education.

The Bihar Academy of Music, Dance & Drama organised a number of musical demonstrations and folk festivals. The Academy publishes the magazine 'Bihar Theatre'.

A centre for experiments in the production of indigenous audio-visual aids has been established. The Centre, yet in its initial stages, has been able to arrange training in the preparation and manipulation ofpuppets. A laboratory for the production of posters by the silk-screen process has also been set up.

Entertainment parties, known as Mod mandalies(Jatra Parties) with a collective strength of 55 local artists,have been established. These parties operating mostly in rural areas, visit schools, social centres, fairs, festivals, exhibitions etc., disseminate information and knowledge through their music and stage performances and encourage local talent.

17 magic lanterns were supplied to school libraries and social education centres situated in the rural areas, not supplied with electricity. The Social Education Board also maintains a library of 10,410 slides.

300 Radio Sets have so far been supplied to educational institutions, of which 17 were supplied during the year under review. The institutions to which Radio Sets are supplied are required to meet one-third of the cost on the sets. A regular system of school broadcasts has been introduced in co-operation with the All India Radio, Patna.

Film Clubs have been established in most of the High Schools in the State. Six 16 mm sound film projectors were purchased and supplied to schools and approved private exhibitors. 21 films (16 mm) were added to the film library attached to the Social Education Board bringing the total to 77.

Schools have been encouraged to purchase their own projectors and maintain film libraries on a small scale for their own use. Five High Schools possess their own projectors.

75 schools are covered by educational film shows arranged by authorised private exhibitors. The exhibitors are permitted to charge a maximum fee of annas five per student for at least four shows in a month and the shows are supervised by a Local Audio-Visual Committee consisting of local headmasters of high schools and senior inspecting officers. The exhibitors have to maintain a regular diary of their work and obtain the remarks from the headmasters of the schools concerned on each show

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arranged by them. The students are required to maintain their own notes of films viewed by them. The school authorities have been instructed to include some of the important topics covered by the films in the question papers set in the school examination.

BOMBAY - Training in audio-visual education with emphasis on production and use of non-projected teaching aids was organized and eleven training institutions received the benefit of the training.

Circulation of technical films and film-strips to technical and vocation training institutions was put on a more systematic basis.

Regular weekly filmshows for the entertainment of children of 4-14 years' age group were arranged at the "Balbhavan", the children's recreation centre in Bombay and at the Municipal Gardens in Poona and Dharwar.

Three radio broadcasts on the subject of audio-visual education for secondary school teachers and school broadcasts for children were arranged with the co-operation of AIR, Bombay.

Visual aids exhibitions were held at Gadag and Bombay for the benefit of primary and secondary school teachers and students.

DELHI - As in the previous years, educational caravans consisting of a daylight cinema van, two mobile exhibition vans and a mobile stage have been conducting educational programme in the rural areas. Villagers also participated in the programme.

During the year under reviewed 259 film shows, 85 melas, 406 demonstrations in health and agriculture, 85 exhibitions, 85 dramatic performances and 85 inter-village tournaments were held.

Battery community radio sets have been installed in 159 villages, and in addition 85 sets donated by the Norwegian Government are being installed. Listening in to school broadcast programmes of the AIR forms part of regular instruction in schools.

HYDERABAD - 52 film shows were arranged at various places by the mobile cinema van and some adult education exhibitions were organised.

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Programmes of folk songs, folk dances, open air plays, Harikathas, puppet shows, radio programmes and magic lantern projections, were organised in the Community Project Areas and National Extension Service Books.

A scheme to extend the benefits of Audio-Visual Education to students in the High and Middle Schools in the State is under consideration.

MADRAS - A large number of schools were equipped with film and film-strip projectors and radio-sets. At present there are 338 schools with 16 m.m. projectors and 575 schools with radio sets.

Short training courses in audio-visual education were conducted at different centres where 50 teachers were trained in teaching methods, 200 teachers were trained in handling and maintenance of projectors at the Central film Library of the Education Department.

30,000 films-shows were given in the educational institutions with films and filmstrips hired at nominal rates from the state Film Library. Teachers were also guided in the selection of films and film-strips for exhibition in their schools. 71 films were added to the stock of the film library.

ORISSA - The Audio-Visual Education Unit arranged film shows in different centres under the Education Department and in National Extension Service Books and Community Development Blocks. The Department arranged programmes given by the traditional pala party, aimed at the removal of untouchability.

Five documentary films produced by the Films Division, Ministry of Information & Broadcasting and 4 Oriya films produced by the Public Relations Department, Government of Orissa, were purchased. 6 gramophone records for use in rural areas were prepared.

PUNJAB - The Government Training College, Jullundur experimented in the production of cheap projectors and with the ordinary laboratory lenses, a filmstrip projector, a magic lantern and an diascope were prepared.

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SAURASHTRA - 8 film-shows were arranged and Rs.6,010/- were spent in purchasing films etc. under the State Five Year Plan.

TRAVANCORE-COCHIN - The State audio-visual units, mobile and stationary, are functioning regularly. 15 High Schools have been supplied with film / filmstrip projectors.

TRIPURA - 15 Adult Education Centres were started and supplied with radio sets, magic lanterns with slides, gramophones with records, harmoniums, posters and charts. An epidiascope and a filmstrip projector have been purchased for use by different schools and centres by rotation. Secondary Schools have been instructed to take up the preparation of simple visual aids by teachers and students.

UTTAR - PRADESH - The film section of the Education Expansion Department produced 6 documentary films and 6 filmstrips. The State Board of Audio-Visual Education was constituted.

VINDHYA - PRADESH - The Education Department purchased one Cinema Van and one publicity van which visit rural and urban areas.

WEST BENGAL - The Film Library attached to the Education Directorate, containing 346 films, continued to lend films to different educational institutions and social welfare organizations.

Five mobile audio-visual units were maintained at various centres, three more were sanctioned and set up during the year. 115 film-shows were arranged.

Grants amounting to Rs.1,99,450/- , were made by Government for the purchase of audio-visual equipment to four social welfare organizations.

Museums were set up by several B.T. Schools and educational exhibitions were arranged.

A grant of Rs.45,000/- was distributed to indigenous folk-artistes with a view to revive indigenous folk arts. The training centres offered facilities of training in the art and technique of folk songs and dance,

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Two officers were deputed to receive training in the production and use of audio-visual aids at the Unesco Training Course organised at Mysore. Their services are now utilized in the preparation of visual material for use in educational institutions.

Nil reports have been received from the States of Madhya Pradesh & Manipur and no reports have been received from the remaining States.

MEMORANDUM

Appendix A(e)

Central Advisory Board of Education

Item III (e) of Agenda 22nd meeting - New Delhi

12 to 14th January 1954.

Subject:- Report on progress made in the field of Technical Education.

I. MEETINGS

All India Council for Technical Education

The Co-ordinating Committee held three meetings and the All India Council held one during the period under report.

II. FIVE YEAR PLAN OF TECHNICAL EDUCATION

The progress of the Five Year Plan of Technical Education is as follows:-

A. Development of facilities for post-graduate education and Research

1. The nature and scope of development in engineering and technology at post-graduate level as laid down by the All India Council was reported to the Board at its last meeting. The Council has selected the following subjects and institutions for post-graduate Courses. On the basis of the Schemes received from the institutions, the Council has also recommended grants as shown against each -

Sl. No.	Name of the Institution	Subject for post-graduate Courses	Grants recommended Non-recurring Rs.	 Recurring Rs.
1.	L.D. College of Engg., Ahmedabad	Electrical Machines, Design.	1,75,000	17,776
2.	Birla College of Engg., Pilani.	Postgraduate Course and research training in advanced Electronics.	2,50,000	44,424
3.	Institute of Radio Physics & Electronics, Calcutta University.	-do-	3,44,000	46,000
4.	Govt. Engg. College, Jubbulpore.	-do-	1,50,000	27,800

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Sl. No.	Name of the Institution	Subject for post-graduate courses	Grants recommended Non-recurring	Recurring
			Rs.	Rs.
5.	College of Engg., Poona.	Postgraduate course and research training in advanced Electronics.	1,50,000	35,620
	-do-	Dam Construction, Irrigation Engg. & Hydraulics.	2,55,000	35,540
	-do-	Structural Engg., including Concrete Technology.	30,000	13,700
6.	Victoria Jubilee Technical Institute, Bombay.	Automobile Engineering	1,74,250	39,000
7.	Roorkee University	Structural Engg., including Concrete Technology.	2,25,000	40,900
	-do-	Dam Construction, Irrigation Engg. & Hydraulics.	1,01,200	34,000
8.	Bengal Engg., College, Sibpur.	Prime Movers	3,06,000	32,200
9.	-do-	Electrical Mechanical Machines Design.	46,000	22,200
	-do-	Structural Engineering including Concrete Technology.	85,000	23,000
9.	Indian Institute of Science, Bangalore.	Automobile Engineering	75,000	36,300
	-do-	Postgraduate course and research training in (a) Advanced Electronics; (b) Advanced line Communication; (c) Ultra-Short & Microwave Engineering (d) Advanced Electro-Accoustical Engineering.	6,03,000	[illegible]
	-do-	High Voltage Engineering	2,00,000	26,000
	-do-	Electrical Measurements & Measuring Instruments, Transmission Distribution & Networks Practice.	3,25,000	10,000
	-do-	Foundry Engineering.	2,80,000	31,345
10.	Punjab Engg. College, Chandigarh.	Highway Engineering	22,500	21,000
11.	College of Engg. Guindy, Madras.	Dam Construction Irrigation Engg. & Hydraulics.	1,89,000	41,700
	-do-	Structural Engg. including concrete Technology.	4,94,000	41,700
	-do-	Electrical Machines Design.	2,85,000	16,300
		Total:	Rs. 47,64,950	7,25,505

2. In addition to above, a few other institutions also have been selected for post-graduate development in certain subjects and the schemes received from them are under the consideration of the Council.

3. The Co-ordinating Committee has laid down the following general principles for the implementation of the scheme of post-graduate development:-

(a) In the case of post-graduate courses, stability and continuance are essential to get the best results and therefore Government should provide block grants for recurring expenditure for a period of at least 7 years (including the Second Five Year Plan). Such grants should, in so far as the expenditure on staff is concerned, include only the requirements for the teaching or the guiding staff like Professors, Readers and Lecturers, while the requirements for auxiliary staff such as Mechanics, Laboratory Bearers, should be met from the normal budget of the institutions concerned. As regards the working expenses, grants may be sanctioned after taking into consideration the resources of the institutions and the possible other sources from which assistance might be available.

(b) The cost of development should be shared by the Central Government and the State Governments in the proportion of 3:1 for non-recurring and 2:1 for recurring expenditure. At the end of 4 years, the above allocations should be *reviewed and the States should progressively assume larger* responsibility for the recurring expenditure so that ultimately the responsibility in this behalf between the Central Government and the State Government may be equal.

(c) Studentships of the value of Rs.150/- per month *for post-graduate courses and*

... Research

Research scholarships of the value of Rs. 200/- p.m. should be instituted to the extent of 50% of students and research workers in each institution. The expenditure of such studentships and scholarships should be met by the Central Government and the State Governments in the proportion of 3:1. The institutions concerned should supplement the above number by having additional studentships and scholarships from out of their own resources.

4. Negotiations are in progress with the State Governments concerned for the implementation of the above scheme of post-graduate development. The recommendations of the Council in so far as they relate to Universities have been forwarded to the University Grants Commission for necessary action.

B. Development of facilities at under-graduate level:

1. As reported to the Board at its last meeting, the Regional Committees of the All India Council have been entrusted with the task of preparing a comprehensive plan of development of facilities for under-graduate education and training in their respective areas. The Regional Committees have so far examined the question of development of 102 institutions offering courses at the first degree and diploma levels. The object is to improve the instructional facilities by way of accommodation, equipment, staff etc., for the first degree and diploma courses. Wherever necessary, the standard of the diploma courses will be brought up to the level of the National Certificate courses.

2. On the recommendations of the Regional Committees and other Committees, the All India Council have approved the development or improvement of 67 institutions at under-graduate level involving an expenditure of Rs.4,28,91,590/- for Buildings & equipment, Rs. 19,22,328/- for recurring (additional) and Rs. 1,26,45,600/- interest-free loan for the construction of hostels. The development of the

nstitutions concerned will be a joint enterprise of the entral Govt. and the State Government concerned and the wo Governments will share the responsibility in the following anner:-

(a) State-Government institutions:
Two-thirds of the non-recurring cost of development should be borne by the State Govt. and one-third by the Central Govt. The State Govt. should bear the entire recurring expenditure.

(b) Non-Government institutions:
Two-thirds of the non-recurring cost of development should be borne by the Central Government and one-third by the State Government concerned and/or the institution. As regards the recurring cost, one-third should be borne by the Central Government and the balance should be borne by the institutions and the State Governments. After the expiry of the Plan period, the Central Government's share of recurring expenditure should be taken over by the State Government and/or the institution concerned.

3. Statements given in Appendices A-D show the names of institutions recommended for development, the total grants required, the share of the Central Government and the grants so far paid. The statement also includes the grants sanctioned by the University Grants Commission for University institutions. The question of development of other institutions is at present under the consideration of All India Council for Technical Education and its Regional Committees.

4. The Co-ordinating Committee has laid down the following general principles for development of technical education at under-graduate level under the 5-Year Plan:-

(a) No new engineering college or technical institution should be started without a thorough examination of the need for it and without prior consultation with the All India Council.

(b) Institutions offering courses for the training of the Supervisory personnel at diploma level should bring up the standard of their courses to that of the National Certificate.

(c) Private institutions established by benefactions from the general public should be placed under properly constituted Boards of Management and such Boards should generally include the representatives of the Central and State Govts., the All India Council for Technical Education or its Regional Committee, the University concerned and prominent educationists and industrialists.

(d) No institution in receipt of grants from the Central Government should receive donations or capitation fee from the students as an inducement for admission.

(e) Institutions in receipt of Government grants should lay down the minimum standards of qualification for the various grades of teachers in consultation with the Regional Committee concerned. A proper teacher/student ratio should also be laid down.

5. The Co-ordinating Committee has also recommended to the Central Government that the provision under the Five Year Plan for payment of interest-free loans for construction of hostels should be enhanced. It has also recommended that loans be given for the construction of staff quarters at a low rate of interest subject to availability of funds. The recommendations of the Committee are under the consideration of Government.

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C. SPECIAL PROJECTS:

(a) Management Studies: It was reported to the Central Advisory Board at its last meeting that the All Indian Council had set up an All India Board of Technical Studies in Management for the organisation, development and coordination of Management Education at national level. The constitution and functions of the Board were also reported at the last meeting.

On the recommendations of the Board of Management Studies, Government have approved the following scheme for organising facilities in (a) Industrial Engineering, (b) Industrial Administration and (c) Business Management in certain selected institutions:-

Designation of courses:	Duration	Admission requirements	Centres where courses will be started.
1. Industrial Engineering.	One year Full-time or 3 years part-time.	Degree in Engg. or Technology or equivalent qualifications with atleast 2 years practical experience.	(a) Indian Institute of Technology, Kharagpur. (b) Victoria Jubilee Tech. Institute, Bombay. (c) Indian Instt. of Science, Bangalore.
2. Industrial Administration.	-do-	-do-	-do-
3. Business Management.	-do-	Degree in Arts or Commerce with atleast 2 years practical experience. (Academic requirements may be relaxed for the part-time course.)	(a) All India Institute of Social Welfare & Business Management, Calcutta. (b) The School of Economics & Sociology Bombay University. (c) Deptt. of Economics, Madras University. (d) Delhi School of Economics, Delhi.

While both part-time and full-time courses will be the ultimate aim of the scheme, the above institutions excepting the Indian Institute of Technology, Kharagpur, will, to begin with, organise only part-time courses and after gaining sufficient experience and ensuring necessary staff, they will organise, later on, full-time courses. The Indian Institute of Technology will organise full-time courses, as the Institute is making necessary arrangements for the purpose.

The following grants have been approved by the Government/University Grants Commission for the institutions concerned for organising courses in Management subjects:-

Name of institution	Grants approved		Remarsk
	Non-recurring	Recurring	
1. Institute of Social Welfare & Business Management.	Rs.2.25 lakhs	A miximum of Rs.30,000 per year.	A grant of Rs.1.50 lakhs non-recurring was paid during 1954-55.
2. Delhi School of Economics	Rs.1.25 lakhs	-do-	University Grants Commission are taking steps to pay the grant.
3. Bombay University	Rs.2 lakhs	-do-	-do-
4. Madras University	Rs.20,000	-do-	-do-
5. Victoria Jubilee Technical Institute, Bombay.	Rs.1 lakh	A maximum of Rs.40,000	Steps are being taken to pay the grant.
6. Indian Institute of Science, Bangalore.	Rs.2 lakhs	-do-	-do-
7. Indian Institute of Technology.	As this is a Central Government institution, the question of giving grants does not arise.		

The All India Institute of Social Welfare & Business Management has already started the course in Business Management and has admitted about 40 candidates, sponsored by industrial and commercial organisations. The Indian Institute of Technology also has started the course in Industrial Engineering and has admitted 7 candidates. The other institutions are making arrangements for starting the courses.

The Board of Management Studies is preparing a plan of training in Foremanship & Supervision in cooperation with industry.

(b) School of Town & Regional Planning:

It has been decided to establish a School of Town & Regional Planning in Delhi as a joint enterprise of the Central Government and the Institute of Town Planners (India). The School will be an autonomous body and will function as a registered society. Its administration and management will vest in a Governing Body consisting of (a) 3 representatives of the Government (b) 3 representatives of the Institute of Town Planners (India), (c) 1 representative of the All India Council for Technical Education and (d) 1 representative of the Institution of Engineers (India). The Secretary to the Government of India, Ministry of Education, will be the Chairman of the Governing Body.

Arrangements are being made for staff, buildings, etc., for starting the School at an early date. The School will start functioning as soon as these arrangements have been completed. A two-acre site has been allotted for the School in the Indraprastha Estate on the Delhi-Mathura Road, and steps have been taken to recruit a Director.

Detailed estimates in respect of non-recurring and recurring expenditure are being worked out by the Government Body. The Central Government's share will be the cost of the site, buildings and running expenses. The Institute of Town Planners (India) will provide free service in the form of expert teachers from among its members.

The School, will train the following types of personnel:-

(a) Those who wish to take up Town-Planning as a profession and devote full time to its study.

(b) Those who are already in service and are actively engaged in one or more phases of Town Planning work.

(c) Town Planning officials who are already in employment.

(c) Printing Schools:

On the recommendation of the All India Council for Technical Education, Government have decided to establish four Regional Schools of Printing in accordance with the scheme prepared by the All India Council for the training of technicians for the printing industry. Bombay, Calcutta and Madras have been selected for three of these Regional Schools and the question of location of the fourth School is under consideration.

The three Regional Schools, the location of which has been decided, will be established as a joint enterprise of the Central Government on the one hand, and the State Governments and /or the printing industry on the other. The cost of each School is estmated at Rs.9 lakhs non-recurring and Rs.1.92 lakhs recurring. The Central Government's share will be restricted to a maximum of Rs.4.5 lakhs non-recurring. Governments of West Bengal and Madras have agreed to participate in the scheme and a non-recurring grant of Rs.1 lakhs has been sanctioned to each of these State Governments during 1953-54. Negotiations are in progress with the Government of Bombay in connection with the Western Regional School. It has been laid down that each School should cater to the needs of the region concerned.

(d) Development of facilities for Architectural Education:

On the recommendation of the All India Council, Government have approved in principle the establishment of a School of Architecture in Madras under the aegis of the University at a cost of Rs.1.2 lakhs non-recurring and Rs.65,000/- recurring. Two-thirds of the non-recurring cost and one-third of the recurring cost is to be borne by the Central Government and the balance by the State Government and/or the University. Negotiations are in progress with the State Government for its participation in the scheme.

The Central Government and Bombay Government have also decided to increase the training facilities at the J.J. School of Art, Bombay, so as to provide for 25 additional seats for students coming from outside Bombay. The cost of this scheme is Rs.6 lakhs non-recurring. The Central Government's share of this will be Rs.4 lakhs, and the balance will be provided by the State Government. A grant of Rs.4 lakhs has been sanctioned this year for expenditure on the scheme up to the end of 1955-56.

(e) Facilities for training in Ore-dressing:

The All India Council for Technical Education has recommended that facilities for training in ore-dressing should be provided in technological institutions offering courses in mining, metallurgy, chemical engineering and chemical technology. The Council has also recommended that such facilities should be developed in the following institutions with grants as shown against each:-

Name of Institution	Grants recommended	Rs.
i) Bengal Engg. College, Hawrah. Deptt. of Metallurgy.	i. Non-recurring. Equipment	30,000
	ii. Recurring.	4,500
ii) Banaras Hindu University, Deptt. of Mining and Metallurgy.	i. Non-recurring. Equipment	22,000
	ii. Recurring.	6,000
iii) Indian Institute of Science, Bengalore, Deptt. of Metallurgy.	i. Non-recurring. Equipment	35,000
	ii. Recurring.	2,070
iv) Andhra University Deptt. of Chem. Technology.	i. Non-recurring. Equipment.	35,000
	ii. Recurring.	7,470
v) Annamalai University, Deptt. of Chem. Engineering.	i. Non-recurring: Equipment.	20,000
	ii. Recurring.	5,070

Name of Institution	Grants recommended	Rs.
vi) Madras University Deptt. of Chem. Engg., A.C. College of Technology.	i. Non-recurring. Equipment ii. Recurring.	30,000 5,070
vii) Calcutta University, Deptt. of Applied Chemistry.	i. Non-recurring. Equipment. ii. Recurring.	12,000 Nil
viii) Osmania University Deptt. of Chem. Technology.	i. Non-recurring. Equipment. ii. Recurring.	18,000 7,570
ix) Bombay University Deptt. of Chem. Technology.	i. Non-recurring. Equipment. ii. Recurring.	11,000 Nil.
x) Indian School of Mines and Applied Geology, Dhanbad.	i. Non-recurring. Equipment. ii. Recurring.	55,000 2,070

The recommendations of the Council have been approved by the Government in the case of non-university institutions and by the University Grants Commission in the case of university institutions and the required grants have been sanctioned during 1953-54.

(f) Development of Art Institutions:

The All India Council for Technical Education, at its meeting held on the 30th October, 1954, recommended the following special measures for the development of Art Education in the country:-

(a) Each Art school should be assisted in the matter of inviting an expert artist as a Visiting Professor for a period ranging from one to four months, so that he may demonstrate his styles and techniques and inspire and influence the students.

(b) The number of Visiting Professors for an Art school shoul be restricted to one per year.

(c) The total cost of the scheme should not exceed Rs.5,000/- per Visiting Professor.

(d) The cost should be borne by the Central Government and the Art school concerned in equal parts.

The recommendations of the Council are under the consideration of the Government. The All India Council has directed its Board of Technical Studies in Applied Art to draw up a panel of names of experts from which the institutions may select.

The Council has also recommended to Government to give financial assistance to art schools for organising touring exhibitions which will demonstrate educational and instructional methods employed in the different art schools.

(g) Science Section in the Prince of Wales Museum, Bombay.

On the recommendation of the All India Council, Government have approved a scheme for the establishment of a Science Section in the Prince of Wales Museum, Bombay, at a cost of Rs.16.5 lakhs non-recurring. The Central Government's share will be Rs.7 lakhs, and the balance is to be provided by the State Government and the Trustees of the Museum. Negotiations with the State Government in this behalf are in progress.

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III. Indian Institute of Technology, Kharagpur.

The establishment and development of the Indian Inst. of Technology, Kharagpur has proceeded according to plan. The Institute admitted this year about 300 students for undergraduate courses in the following subjects:

Electrical Engineering; Mechanical Engineering; Civil Engineering; Agricultural Engineering; Naval Architecture; Architecture and Regional Planning; Geology and Geophysics.

There are at present about 70 post-graduate and research students in the various departments of the institute.

The total cost of the institute as the scheme stand at present is:

Non-recurring:	Rs. 369	lakhs
Recurring:	Rs. 42	lakhs

On the recommendations of the All India Council for Technical Education, the Institute will organise post-graduate courses in the following subjects from July 1955:

1. Civil Engineering
2. Mechanical Engineering
3. Highway Engineering
4. Soil mechanics and foundation engineering
5. Dam construction, Irrigation engineering, Hydraulics
6. Structural engineering
7. Electrical communication engineering
8. Electrical engineering
9. High polymers and Rubber technology
10. Industrial Physics
11. Metrology
12. Applied botany

The total strength of the students for post-graduate work during the coming academic year will be about 188 out of which about 50 p.c. will be awarded scholarships.

IV Indian Institute of Science, Bangalore.

The scheme of development of the Indian Institute of Science, Bangalore undertaken in 1946 is nearing completion. In the Aeronautical Engineering Department, an experimental model wind tunnel has been constructed. The Internal Combustion Engineering Department has been reorganised and is investigating a number of research schemes sponsored by the Council of Scientific and Industrial Research. A Fuel and Libricants section is being established in the Department of Internal Combustion Engineering to study the properties of fuel and lubricants used in various engines.

In pursuance of the recommendations of the Egerton Reviewing Committee of 1948, a new department of Applied Mathematics is also being established. In addition on the recommendations of the All India Council for Technical Education post-graduate courses in the different branches of engineering and technology are being organised as indicated elsewhere in this report. Management Studies - Industrial Engineering and Industrial Administrations will be a special feature of these courses.

V Improvement and development of certain selected Technical Institutions:

The scheme of development of fifteen selected non-government engineering and Technological Institutions, which was undertaken in 1947-48 is nearing completion and with the payment of Rs. 92,000 for equipment, an expenditure of Rs. 162.22 lakhs would have been incurred on buildings and equipment under the scheme. An interest free loan of Rs. 37 lakhs for construction of hostels has also been given to the institutions.

VI Practical training of students of technical institutions:

The Scheme of Practical Training Stipends has been continued during the current year. Over 85 private industrial establishments, apart from various Government Departments, have provided training facilities and most of them are also sharing in the cost of stipends. Altogether 350 stipends of Rs. 150 p.m. for graduates and 125 stipends of Rs. 75 p.m. for diploma holders have been instituted in cooperation with industry and arrangements for the practical training of the selected candidates have been made.

The All India Council has appointed a committee to examine the Practical Training Scheme in all its various aspects and advise Government in which the scheme should be continued in future years and with particular reference to method of allocation of the Stipends to the institutions and selection of candidates.

Second Five Year Plan:

The All India Council for Technical Education at its meeting held on 30.11.1954 considered the question of the Second Five Year Plan and appointed a Committee under the chairmanship of Dr. S.S. Bhatnagar to formulate detailed proposals for the development of technical education under the Plan. The Council suggested that the following items should receive special consideration:

(i) Provision of Integrated schemes of Apprenticeship Training and Technical Education in the age groups 14-17 for artisans and craftsmen and 16-21 for supervisory personnel.

(ii) Provision of part-time technical education facilities for adult workers.

(iii) Provision of sandwich courses of the Degree standard at least one centre in each important industrial centre.

(iv) Establishment of the Western Higher Technical Institution

(v) Provision of further post-graduate courses and centres for advanced work and research.

(vi) Appropriate measures for attracting and retaining the right type of teachers in institutions

(vii) Provision of summer schools for technical teachers and short-term refresher courses.

(viii) Provision of facilities on a regional basis for the training of technical teachers.

(ix) Institution of scholarships and free places in partnership with the State Governments - the objective being to increase the available number of such scholarships and free places - the additiona cost to be shared in equal proportions between the Central Government and the State Govt.concerned

(a 97)

FIVE YEAR PLAN OF TECHNICAL EDUCATION (FIRST DEGREE & DIPLOMA COURSES)

Statement showing grants recommended and sanctioned for institutions in the EASTERN REGION upto 30-11-1954.

APPENDIX 'A'

S. No.	NAME OF THE INSTITUTION	GOVT. OR NON-GOVT.	Grants recommended by the All India Council for Technical Education: Non-recurring Buildings	Equipment	TOTAL	Recurring	Central Govt.'s Share: Non-Recurring	Recurring	Grants Sanctioned Non-recurring	Recurring	REMARKS.
1	2	3	4	5	6	7	8	9	10	11	12
			Rs	Rs	Rs	Rs	Rs	Rs	Rs	Rs	
	ORISSA										
1	Orissa School of Engg., Cuttack.	Govt.	29,700	1,79,000	2,08,700	-	1,04,400	-	35,000	-	
	BIHAR										
1	Bihar Institute of Technology, Sindri.	"	40,000	6,39,136	6,79,136	-	2,26,300	-	75,000	-	
2	Ranchi Engg. School.	"	2,58,271	2,23,010	4,81,281	-	1,60,400	-	-	-	)Established this)year. State Govt's)concurrence to)contribute its share of developmental cost is awaited
3	Sindri Engg. School.	"	-	43,000	43,000	-	14,300	-	-	-	
4	Bhagalpur Engg. School.	Non-Govt.	2,94,996	2,23,[illegible]	5,18,006	-	3,46,000	-	-	-	Not yet [illegible]. established.
	ASSAM										
1	Prince of Wales Tech. School, Jorhat.	Govt.	56,220	37,400	93,620	-	46,800	-	16,000	-	
2	Assam Civil Engg., School, Gauhati.	"	1,26,440	94,235	2,20,675	-	1,10,300	-	36,000	-	
	WEST BENGAL										
1	Ramakrishna Mission Shilpamandira.	Non-Govt.	4,77,896	4,17,760	8,95,656	-	5,97,100	-	2,00,000	-	
2	Jadavpur Polytechnic.	Sponsored.	2,96,960	2,56,370	5,53,330	-	3,68,900	-	1,23,000	-	
3	M.B. Instt. of Engg. & Tech., Burdwan.	"	1,78,380	2,16,910	3,95,290	-	2,63,500	-	88,000	-	
4	K.G. Engg. Institute, Vishnupur.	"	97,440	1,38,320	2,35,760	-	1,57,200	-	53,000	-	

P.T.O.

1	2	3	4 Rs	5 Rs	6 Rs	7 Rs	8 Rs	9 Rs	10 Rs	11 Rs	12
5	Jalpaiguri Polytechnic.	Sponsored.	1,28,272	1,34,110	2,62,382	-	1,74,900	-	58,000	-	
6	Hoogly Institute of Technology.	"	1,87,380	1,30,025	3,17,405	-	2,11,600	-	70,000	-	
7	Asansol Polytechnic.	Govt.	51,040	1,41,750	1,92,790	-	64,200	-	22,000	-	
8	Calcutta Tech. School.	Non-Govt.	* 2,68,000	2,08,000	4,76,000	35,748	1,95,500	11,900	65,500	-	*Amount reduced to Rs.1,83,000/- on financial scrutiny.
9	B.E.College, Sibpur.	Govt.	15,43,994	19,50,000	34,93,994	-	11,64,700	-	-	-	Grants will be paid after the C.P.W.D. have confirmed the estimated cost of construction of buildings.
	TOTAL:-		40,34,989	50,32,036	90,67,025	35,748	42,06,100	11,900	8,41,500	-	

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FIVE YEAR PLAN FOR TECHNICAL
(First Degree & Diploma C

Statement showing grants recommended and sanctioned for institutions i

SN.	Name of Institution	Govt. or Non-Govt	Grants recommended by AICTE. Non-Recurring. Bldg.	Liby.	Eqpt.	Total.	Recurring	Cen Non Bld
	BOMBAY.							
1.	Birla Vishvakarma Mahavidyalaya, Anand.	Non-Govt.	1,82,750	30,000	2,25,865	4,38,615	-	1,2
2.	B.V.Bhoomraddi College of Engg.& Tech.Hubli.	-do-	2,90,000	30,000	3,80,000	7,00,000	22,000	1,9
3.	New Engg.College, Sangli.	-do-	79,740	30,000	5,83,500	6,93,240	35,000	
4.	L.M.College of Pharmacy, Ahmedabad.	-do-	60,000	30,000	1,27,000	2,17,000	-	
	MADHYA PRADESH.							
5.	Govt.Engg.College, Jabalpur.	Govt.	-	40,000	1,50,000	1,90,000	-	
	MADHYA BHARAT.							
6.	Central Tech.Govt. Instt.Gwalior.	Govt.	* 50,000	15,000	*1,00,000	*165,000	-	
	SAURASHTRA.							
7.	College of Engg.Morvi.	Govt.	60,00	30,000	7,00,000	7,90,000	-	
	TOTAL:		7,22,490	205,000	22,66,365	31,93,855	57,000	4

APPENDIX 'B'

UCATION
rses)

he WESTERN REGION upto 30-11-1954.

al Govt's share.					Grants sanctioned		Remarks.
ecurring.				Recurring	Non-Recurring	Recurring	
	Liby.	Eqpt.	Total.				
900	10,000	1,50,600	2,82,500	-	2,47,200	-	
,300	10,000	2,53,300	4,56,600	22,000	1,50,000	-	
,200	10,000	3,89,000	4,52,200	35,000	1,50,000	-	
,000	10,000	84,700	1,34,700	-	42,000	-	
	13,300	50,000	63,300	-	25,000		The amount not drawn by the State Govt. who consider is inadequate. The master under consideration of Reg. Committee.
,700	5,000	33,300	55,000	-	@ 17,000		*Ad-hoc subject to adjustment on receipt of revised scheme. @The amount not drawn by the instt. due to shortage of time. Revised scheme is now awaited.
,000	15,000	3,50,000	3,95,000	-	1,30,000		
5,100	73,300	13,10,900	18,39,300	57,000	7,61,000		

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Appendix C

FIVE YEAR PLAN FOR TECHNICAL EDUCATION - FIRST DEGREE AND DIPLOMA COURSES.

Statement showing grants recommended and sanctioned for institutions in NORTHERN REGION upto 30.11.54.

S. No.	NAME OF INSTITUTION	GOVT OR NON-GOVT.	Grants recommended by the All India Council for Technical Education: Non-recurring				Central Govt.'s Share: @		Grants Sanctioned		REMARKS
			Buildings	Equipment	TOTAL	Recurring	Non-recurring	Recurring.	Non-recurring	Recurring	
1	2	3	4	5	6	7	8	9	10	11	12.
			Rs.	Rs	Rs	Rs	Rs	Rs	Rs	Rs	
NON-UNIVERSITY INSTITUTIONS:											
	Punjab State										
1	Punjab Engg.College, Chandigarh.	Govt.	-	11,00,000	11,00,000	23,000	3,66,700	-	-	-	
2	Punjab Engg.School Nilokheri.	"	* 1,00,000	1,18,000	2,18,000	22,000	72,700	-	-	-	* To be sanctioned after the permanent location of the School is decided upon.
3	Guru Nanak.Engg. College, Ludhiana.	Non-Govt.	4,00,000	6,50,000	@ 10,50,000	87,000	4,00,000	29,000	-	-	@ College Trust to provide Rs. 4.5 lakhs from the additional amount earmarked by S.G.P.C. for the College, the balance to be shared by the Central and the State Govts.
4	National Institute of Engg. Hoshiarpur.	Non-Govt.	4,40,000	4,60,000	9,00,000	61,000	6,00,000	20,400	-	-	
5	Engg.College, Ludhiana.	~~Non-~~ Govt.	50,000	1,10,000	1,60,000	21,000	1,06,700	7,000	-	-	

(P.T.O).

1	2	3	4	5	6	7	8	9	10	11	12
			Rs.	Rs	Rs	Rs	Rs	Rs	Rs	Rs.	
6	Govt.Tech.Instt. Ambala.	Govt.	1,82,000	4,43,000	6,25,000	92,500	2,08,300	-		-	
	PEPSU State.										
1	Shri Vishvakarma Polytechnic Instt. Phagwara.	Non-Govt.	45,000	3,00,000	3,45,000	-	2,30,000	-	-	-	
	RAJASTHAN State										
1	M.B.M.Engg.College, Jodhpur.	Govt.	3,60,000	3,58,000	% 7,18,000	1,02,000	2,36,700	-	2,36,700	-	% Reduced to Rs.7,10,000 after financial scrutiny.
	UTTAR PRADESH State.										
1	Hewett Engg.School, Lucknow.	Non-Govt.	3,00,000	1,60,000	4,60,000	30,000	3,06,700	10,000	-	-	
2	Civil Engg.School, Lucknow.	Non-Govt.	2,00,000	1,60,000	3,60,000	27,000	2,40,[illegible]00	9,000	-	-	
3	P.M.V.Engg.College, Mathura.	Non-Govt.	2,00,000	2,90,000	4,90,000	24,000	3,26,[illegible]00	11,400	-	-	
4	Tech.College, Dayalbagh, Agra.	Non-Govt.	1,90,000	3,30,000	5,20,000	72,000	3,46,[illegible]00	24,000	-	-	
5	Govt.Tech.Instt., Lucknow.	Govt.	71,000	1,10,000	1,81,000	35,000	60,[illegible]00	-	-	-	
6	Govt.Tech.Instt., Gorakhpur.	Govt.	80,000	1,86,000	2,66,000	35,000	88,[illegible]00	-		-	
7	Govt.Tech.Instt., Jhansi.	Govt.	30,000	55,000	85,000	12,000	(To be added by the Railway Board)				
8	I.D.Tech.Instt., Bahjoi.	Non-Govt.	1,60,000	2,27,000	3,87,000	32,000	2,58,000	10,700	-		

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1	2	3	4 Rs	5 Rs	6 Rs	7 Rs	8 Rs	9 Rs	10 Rs	11 Rs	12
9	Govt. Central Weaving Instt., Banaras.	Govt.	2,10,000	1,70,000	3,80,000	36,000	1,27,000	-	-		
	TOTAL:-		30,18,000	52,27,000	82,45,000	7,21,500	39,75,200	1,21,500	2,36,700	-	
	UNIVERSITY INSTITUTIONS:										
1	Muslim University Polytechnic, Aligarh.		2,00,000	2,50,000	4,50,000	75,500	(To be decided by the University Grants Commission)				
2	Roorkee University.		5,65,000	7,65,000	13,30,000	60,000	(To be decided by the University Grants Commission)				
	TOTAL:-		7,65,000	10,15,000	17,80,000	1,35,500					
	GRAND TOTAL:-		37,83,000	62,42,000	1,00,25,000	8,57,000	39,75,200	1,21,500	2,36,700	-	

@ Subject to necessary financial scrutiny.

Grants to institutions in Punjab, PEPSU, and Uttar Pradesh will be made on receipt of State Governments' agreement to contribute their share.

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FIVE YEAR PLAN FOR TECHNICAL EDUCATION
FIRST DEGREE DIPLOMA COURSES.

APPENDIX 'D'

Statement showing grants recommended and sanctioned for institutions in the SOUTHERN REGION, upto 30-11-54.

Sl	Name of Institution.	Govt. or Non-Govt	Grants recommended by AICTE. Non-recurring. Buildings	Equipment	Total.	Recurring	Central Govt's share Non-Recurring	Recurring.	Grants sanctioned Non-Recurring	Recurring.	Remarks
	NON-UNIVERSITY INSTITUTIONS.										
	ANDHRA STATE:										
1.	College of Engg. Kakinada.	Govt.	13,44,000	4,25,000	17,69,000	46,000	5,8,700	-	-	-	
2.	College of Engg. Anantpur.	"	13,44,000	6,80,000	20,24,000	44,700	6,74,700	-	-	-	
	MADRAS STATE:										
3.	Central Polytechnic, Madras.	"	4,70,000	3,20,000	7,90,000	-	2,[illegible]	-	-	-	
4.	Karnataka Polytechnic, Mangalore.	"	32,000	2,20,000	2,52,000	-	8[illegible]000	-	-	-	
5.	Kerala Polytechnic, Kozhikode.	"	52,500	1,85,000	2,37,500	2,280	[illegible]200	-	-	-	
6.	Arthur Hope Polytechnic, Coimbatore.	"	20,000	22,460	42,460	3,800	14,150	-	-	-	
7.	Tamilnad Polytechnic, Madhurai.	"	1,47,500	2,67,500	4,15,000	3,000	1,38,300	-	-	-	
8.	Ramakrishna Mission Vidyalaya School of Engg. Coimbatore.	Non-Govt.	75,000	60,000	1,35,000	-	90,000	-	-	-	
9.	A.C. College of Engg. & Tech. Karaikudi.	"	6,87,500	23,00,000	29,87,500	220,000	19,91,600	73,300	6,00,000	-	
10.	P.S.G. & Sons' Charities College of Tech. Coimbatore.	"	6,87,500	20,00,000	26,87,500	75,000	17,91,600	25,000	6,00,000	-	
11.	Madras Instt. of Tech. Madras.	"	3,50,000	17,86,000	21,36,000	240,000	14,24,000	2,40,000	9,95,700	1,04,302 (in 1953-54)	
	HYDERABAD STATE:										
12.	Govt. Tech. College, Hyderabad.	Govt.	1,92,000	3,30,000	5,22,000	48,100	1,74,000	-	60,000	-	
	MYSORE STATE:										
13.	Govt. Engg. College, Bangalore.	"	2,50,000	7,35,000	9,85,000	12,300	3,28,300	-	1,10,000	-	
14.	B.D.T. College of Engg. Devangere.	"	1,87,500	4,12,000	5,99,500	-	1,99,800	-	65,000	-	
15.	Sri Jayachamrajendra Occupational Instt. Bangalore.	"	2,25,000	1,17,500	3,42,500	-	1,14,[illegible]00	-	40,000	-	
16.	Occupational Instt., Hassan.	"	-	92,000	92,000	-	31,000	-	10,000	-	
17.	D.R.R. Occupational Instt., Devangere.	"	-	93,000	93,000	-	31,000	-	10,000	-	
18.	Silver Jubilee Technological Instt. Bhadravati.	"	58,500	90,000	1,48,500	-	49,500	-	16,000	-	
19.	Occupational Instt. Chintamani.	"	1,25,000	94,000	2,19,000	-	73,000	-	24,000	-	
20.	S.K.J. Technological Instt. Bangalore.	"	62,500	2,00,000	2,62,500	14,800	87,500	-	30,000		
	UNIVERSITY INSTITUTIONS:										
	HYDERABAD STATE:										
1.	Osmania University Engg. College.	Non-Govt.	1,27,000	8,97,000	10,24,000	51,600		17,200			University Grants Comm are awaiting State Gcv agreement to contribut their share before pay grant)
	TRAVANCORE-COCHIN STATE:										
2.	University College of Engg. Trivandrum.	Non-Govt.	1,50,000	9,56,000	11,06,000	[illegible]	[illegible]	[illegible]7,000	9,48,000 (sanctioned by Univers Grants Commission).	-	
3.	University Instt. of Textile Tech, Trivandrum.	"	68,750	1,80,000	2,48,750	22,000	1,[illegible]	7,300			
4.	Polytechnic Instt. Kalamessery.	"	3,65,000	4,67,000	8,32,000	20,000	5,55,000	7,000			
5.	Maharaja's Technological Instt. Trichur.	"	2,30,000	4,25,000	6,55,000	5,000	4,37,000	1,700			
	TOTAL:		72,51,250	133,54,460	206,05,710	858,580	1080[illegible],550	3,88,500	35,08,700	1,04,302	

MEMORANDUM

Appendix A(f).

CENTRAL ADVISORY BOARD OF EDUCATION IN INDIA

Item No.III(f) of Agenda.

Twenty-second Meeting, New Delhi,
12th to 14th January, 1955.

Subject:- **Report on the Government of India scheme of Scholarships to Scheduled Castes, Scheduled Tribes and other backward classes.**

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The Government of India sanctioned in the year 1944, a grant of Rs 3,00,000 a year for a period of five years for scholarships to Scheduled Castes for post-matriculation studies. In the year 1948-49 another grant of Rs 50,000 was sanctioned for scholarships to Scheduled Tribes.

The Government decided to make progressive expension in the Scheme from the year 1949-50 and also decided to extend the scope of the Scheme to cover Other Backward Classes. The grants made for the purpose since then have been Rs 10 lakhs for 1949-50, Rs12 lakhs for 1950-51, R 15 lakhs for 1951-52, Rs 30 lakhs for 1952-53 and Rs 62 lakhs for 1953-54.

For the year 1954-55, a budget provision of Rs 75 lakhs was originally made for these scholarships but considering the large number of applications received from the eligible candidates 33,594, the Government of India raised the funds available for these scholarships to Rs 107 lakhs.

The number of scholarships awarded has increased from 665 in 1947-48 to 20,613 in 1954-55.

A statement showing the State-wise awards of scholarships made during 1954-55 is enclosed. These awardes cover the following categories of candidates:-

1. RENEWAL OF SCHOLARSHIPS.

1953-54 scholarship-holders who have applied for renewal of their scholarships during 1954-55, provided they have passed the last annual examination and are admitted to the next higher class.

II. FRESH SCHOLARSHIPS.

(A) SCHEDULED CASTES AND SCHEDULED TRIBES.

All eligible candidates whose applications were received in time and who are admitted to the next higher class on passing the last annual examination

(B) OTHER BACKWARD CLASSES.

(i) All eligible women candidates whose applications were received in time and who have been admitted to the next higher class on passing the last annual examination.

(ii) All first class men candidates. Some candidates with lower marks in some of the States whose quota of scholarships is more than the number of women and first class men applicants have also been selected.

(from pre-page)

Between 1947 and 1953, students of these backward classes were not sent abroad under the Scheme as suitable candidates were not forthcoming. In the year 1953-54, it was felt that a fair number of students from these communities with excellent qualifications were available and could profit from advanced studies abroad. The Government therefore, decided to award six Overseas Scholarships to students belonging to these communities. Preference is given to advanced study in the subjects of Medicine, Engineering, Agriculture, Science and Technology but candidates intending to pursue other courses are also considered. Five out of six candidates selected for 1954-55 scholarships on the recommendation of the Union Public Service Commission have already joined their Institutions abroad. Twelved such scholarships are being awarded for 1955-56 and these will continue to be awarded for the next 5 years.

Provision has also been made under the Scheme for the grant of sea passage to students of these Classes who may be awarded merit scholarships for studies abroad and uptil now one Scheduled Caste and 4 Other Backward Classes students have availed of these facilities.

STATEMENT SHOWING DISTRIBUTION OF SCHOLARSHIPS AWARDED TO SCHEDULED CASTES, SCHEDULED TRIBES AND OTHER BACKWARD CLASSES DURING 1954-55

Name of the State	Scheduled Castes			Scheduled Tribes			Other Backward Classes			Grand Total
	Fresh awards	Renewal	Total	Fresh awards	Renewal	Total	Fresh awards	Renewal	Total	
1	2	3	4	5	6	7	8	9	10	11
Andhra	474	243	717	97	54	151	433	306	739	1607
Assam	203	102	305	601	368	969	175	111	286	1560
Bihar	93	82	175	479	380	859	358	372	730	1764
Bombay	558	368	926	56	58	114	186	173	359	1399
Madhya Pradesh	459	314	773	37	27	64	279	399	678	1515
Madras	379	199	578	6	8	14	1053	887	1940	2532
Orissa	42	25	67	27	20	47	189	154	343	457
Punjab	474	270	744	9	12	21	34	-	34	799
Uttar Pradesh	2202	1230	3432	-	-	-	223	246	469	3901
West Bengal	1027	523	1550	59	41	100	56	78	134	1784
Hyderabad	95	43	138	1	1	2	214	79	293	433
Jammu & Kashmir	10	4	14	-	-	-	11	2	13	27
Madhya Bharat	28	12	40	2	1	3	59	23	82	125
Mysore	357	202	559	-	-	-	802	209	1011	1570

1	2	3	4	5	6	7	8	9	10	11
Pepsu	87	19	106	-	-	-	41	13	54	160
Rajasthan	29	18	47	3	-	3	130	37	167	217
Saurashtra	6	2	8	1	2	3	69	45	114	125
Travancore-Cochin	32	5	37	-	-	-	105	37	142	179
Ajmer	26	15	41	-	-	-	17	19	36	77
Bhopal	2	1	3	-	-	-	5	4	9	12
Coorg	-	-	-	-	-	-	31	10	41	41
Delhi	46	30	76	-	-	-	20	5	25	101
Himachal Pradesh	6	6	12	-	-	-	8	-	8	20
Kutch	-	-	-	-	-	-	3	1	4	4
Manipur	-	-	-	64	23	87	-	-	-	87
Tripura	3	4	7	17	13	30	7	8	15	52
Vindhya Pradesh	1	3	4	-	1	1	21	14	35	40
Andaman & Nicobar Islands	-	-	-	-	-	-	8	8	16	16
Sikkim	-	-	-	4	2	6	3	-	3	9
Total	6639	3720	10359	1463	1011	2474	4540	3240	7780	20613

of Zurich, the other is on his way to U.S.A. and the third is expected to go to U.S.A. in the last week of December, 1954. The scholarship is tenable for a period of three years or less depending upon the duration of the course. The scholars sent under this scheme are paid a maintenance allowance of £ 360 per annum in the U.K. in institutions other than Oxford and Cambridge, and £400 per annum in Oxford and Cambridge, $ 1,500 per annum in the U.S.A., plus second/tourists class sea passage expenses bothways including inland journey in India and the country of study. Fees are paid by the Government to the institution/university direct. Applications for the 1955-56 scholarships were invited by 10.11.1954. Preliminary selection has been made. The selection will be finalised shortly.

A statement showing the awards made under the 1954-55 scheme is appended. **Appendix-B**

3. GOVERNMENT OF INDIA'S FOREIGN LANGUAGES SCHOLARSHIPS SCHEME.

The Government of India have, from the year 1954-55, for a period of 3 years in the first instance instituted a scheme for the award of 30 scholarships every year to suitable Indians for specialisation in certain languages of Asia and Europe. The languages chosen and the country of study are as given below:-

1. Arabic	Egypt/Lebanon
2. Chinese	China
3. French	France
4. German	Germany
5. Japanese	Japan
6. Persian	Iran
7. Russian	Russia /U.K./Germany/France
8. Spanish	Spain
9. Italian	Italy
10. Turkish	Turkey

The purpose of the scheme, besides strengthening cultural contacts between India and the countries to which the scholars will be sent, is to cater to two important needs. Firstly, to train a band of teachers employed in institutions teaching foreign languages and thus to provide

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better teaching facilities in these institutions. Secondly, to meet the needs of certain services which require an increasing number of Indians proficient in foreign languages.

The candidates applying for award of scholarships under this scheme must have studied that language and should have acquired proficiency in that language upto the standard for which facilities for instruction are available in India. They are bonded to serve the Sponsoring Authority concerned for a period of 3 years atleast on return after completion of studies abroad. A specific amount of monthly maintenance allowance, besides actual tuition and examination fees and the study tour allowance upto the maximum of Rs.400/- per annum and also sea passage expenses bothways including transportation charges in India and the country of study is admissible.

Selection for the year 1954-55 has been made. Thirteen scholars for the languages - Arabic, Chinese, French, German, Persian and Russian have been selected and they are expected to go abroad in the near future. No candidates for Japanese, Spanish, Turkish and Italian languages were selected as none was found suitable. A statement showing the names and brief particulars of scholars who have been selected under the Government of India Foreign Languages Scholarships Scheme, 1954-55 is appended.

Appendix-C.

4. GOVERNMENT OF INDIA'S RECIPROCAL SCHOLARSHIPS SCHEME.

With the object of promoting cultural relations with the Governments of those foreign countries who are, for the last few years, offering scholarships to Indian students for study in their countries, the Government of India have decided to offer scholarships from the year 1954 to the students of those countries for study in India. Under this 'Reciprocal Scholarships Scheme', the Government of India have decided to offer certain number of scholarships to the students of the following countries.

P.T.O.

MEMORANDUM

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Appendix A (g)

CENTRAL ADVISORY BOARD OF EDUCATION IN INDIA.

Item III (g) of Agenda.

22nd Meeting - New Delhi.
January 12th - 14th 1955.

SUBJECT.- REPORT ON THE GOVERNMENT OF INDIA'S OVERSEAS SCHOLARSHIPS SCHEME.

***

1. MODIFIED OVERSEAS SCHOLARSHIPS SCHEME (FORMERLY OVERSEAS SCHOLARSHIPS SCHEME).

On the recommendation of the Roy Committee, appointed in 1947, to review the working of the Overseas Scholarships Scheme, the scheme was modified to include the requirements of the Universities, technical and research institutions as also semi-government organisations only. The Modified Scheme started functioning from 1949-50, but owing to financial stringency remained in abeyance during 1950-51 and 1951-52. The scheme was resumed with a further modification in 1952-53, being limited only to teachers of Universities and other comparable institutions and was sanctioned for a period of three years with effect from 1952-53. The scheme aims at raising the standard of instruction and research in the country. The expenditure on the training of a scholar is met by the Government of India and the Sponsoring Authority concerned on a 50 : 50 basis and the scholar is bonded to serve the institution concerned for a period of three years at least on return after completion of studies abroad. During the period 1949-53, 87 scholars were sent abroad under the Modified Scheme. Of these, 51 have so far returned after completion of their studies abroad.

In 1954, under the 1954-55 scheme, 25 scholars were selected. Of these 16 have so far gone abroad and joined their respective universities/institutions. The remaining 9 are expected to go abroad in the near future. The candidates selected under the 1954-55 scheme are paid a

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maintenance allowance (£ 382 per annum at Universities/Institutions in the U.K. other than Oxford and Cambridge and £420 per annum at Oxford and Cambridge, $ 1,500 per annum in U.S.A and Canada, Rs.340/- per month in Germany, Rs. 500/- per month in Japan, Rs. 600/- per month in Swedan, S. Frs. 500 per month in Swizerland and 27562 Francs per month in France), Book, Essential Apparatus and Study tour allowance (Up-to £ 30 per annum in the U.K., Sweden, Switzerland and France, up-to $ 125 per annum in U.S.A and Canada and upto Rs.400 per annum in Germany and Japan) in cases where it is considered to be an essential part of a scholar's study/training and sea passage expenses bothways including inland journey in India and the country of study. Tuition and Examination fees are paid by the Government to University/instution direct.

The continuance of the scheme, with 25 fresh scholarships every year, has been sanctioned for a further period of 4 years with effect from 1955-56. Applications for 1955-56 scholarship were invited by 25.11.1954. Selection is to be made shortly.

Statement showing the allocation of awards under the 1954-55 schme is appended. Appendix-A

2.CENTRAL STATES SCHOLARSHIPS SCHEME.

In order to give opportunities to the Centrally Administered Areas in the country, which, as the name shows, were the responsibility of Central Government, the Government of India instituted in 1926 the Central States Scholarships Scheme, Under this scheme there was provision for the award of one scholarship, on the basis of merit, every year to a graduate domiciled in these Areas for Post-graduate study/research in any branch of knowledge for which suitable facilities did not exist in the country. No awards, however, were made in 1942 to 1945 and 1949.

Because of the increase in the area in question (now called Parts C and D States) as also in the output of graduates from them, the number of scholarships under the scheme has been increased from one to five from the year 1954-55. Only three awards, however, were made in 1954. Of these three scholars, one has reached Switzerland and commenced his study at the University

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Name of the Country	No. of scholarships allotted:
1. Mexico	2
2. Yugoslavia	9
3. Italy	3
4. Norway	1
5. Belgium	1
6. Netherlands	1
7. Sweden	2
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Scholarships under this scheme are available for post-graduate studies in all subjects for which facilities are available in this country but particularly in Indian Philosophy, Indian History and Culture. Scholarships are generally tenable for a period of two years and selection is made every two years. The value of the scholarship is Rs. 200/- per month besides actual tuition and examination fees.

19 scholars have been selected under the 1954-55 scheme, of whom 14 have so far arrived in India and joined their respective Universities/Institutions.

5. INDO-GERMAN INDUSTRIAL CO-OPERATION SCHEME.

The Indo-German Industrial Co-operation Scheme initiated in 1952-53, and 69 scholars were sent for practical training in German industries and 40 for post-graduate studies. As reciprocal measure, 10 German Nationals were also awarded Fellowships for study in India. The Scheme was not renewed in 1953-54.

The Scheme was revived in 1954-55, for award of 80 Scholarships for practical training in German industries upto 1 year period and 15 Scholarships for post-graduate studies upto 2 years and for award of 10 Fellowships to German Nationals for study of Indian Languages, Religion Philosophy at Indian Universities/institutes. 52 candidates for practical training and 15 for post-graduate studies have so far been selected through a duly constituted

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Selection Committee. Selection of the remaining 28 candidates for practical training is pending the procurement of training facilities in Germany. So far eleven candidates selected for post-graduate studies have gone to West Germany upto 1.12.1954. The remaining candidates will be sent as soon as training arrangements for them are finalised.

__Financial implications.__ The candidates selected under the 1954-55 scheme will be paid by the Government, maintenance allowance @ 260 D.M. (about Rs.300) per month plus the cost of return passage from West Germany. The cost of onward journey to Germany is required to be met by the candidates or the sponsoring authorities. Some of the German industries will probably pay remuneration to Indian trainees, which will be deducted from the maintenance allowance payable by Government. Scholars selected for post-graduate studies are exempt from payment of tuition, examination fees etc. to the universities/institutes.

Selection of 10 German Nationals for study in India has been made on the recommendation of the German Government. Admission of six candidates has so far been secured, one of them has joined and the remaining five are expected to join their institutions shortly. Admission arrangements for the remaining candidates are in progress (correct upto 1.12.1954).

Statements showing the subjects in which the candidates have been selected for training in West German Universities and for post-graduate studies and the names of authorities who have sponsored them are appended

__Appendices D, E & F__

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APPENDIX 'A'

NAMES AND BRIEF PARTICULARS OF SCHOLARS SELECTED UNDER THE MODIFIED OVERSEAS SCHOLARSHIPS SCHEME, 1954-55.

Name	Sponsoring Authority.	Subject of study.	Duration	Country of Study.
1. Shri Abdul Hasib	Aligarh University	Ph.D. - Monetary Theory and Problems	2½ years	U.K./ Sweden
2. Shri Oruganti Ramachandraiya	Andhra University	Indian Archaeology	2 years	U.K.
3. Dr. Md. Nahibuzzaman.	Assam Govt.	Surgery - F.R.C.S. (England)	2½ years (Approx.)	U.K.
4. Dr. N.L. Singh	Banaras University	Research in Infra Red Vacuum and Microwave Spectroscopy and allied subjects of Molecular structure like Chemical Physics.	2 years	Canada/ U.S.A.
5. Shri Hargobind Singh	Bihar University	Hons.Degree/Ph.D. - Political Sc. and Public Administration.	2 years	U.K.
6. Dr. P.K. Choudhury	Calcutta University	High Polymers specially Plastics.	2 years	U.S.A.
7. Dr. A. Ramachandran	Indian Institute of Sc. Bangalore.	Practical Training and Research - Steam Power Generation.	2 years	U.K. & Continent
8. Shri Suresh Narayan Singh	Lucknow University	Ph.D. - Micro-palaeontology with special reference to Foraminifera	2 years	U.S.A./ Japan/ Switzerland.
9. Shri C.S. Gopalakrishna Setty.	Mysore University	Ph.D. - Electronics	3 years (Approx)	U.K.
10. Shri Shri V.G. Bhide	Nagpur University	Study of Electrical properties of semi-conductors/ Study of the mechanism of discharge through G.M. Counters and Corona Discharge and Arc Discharge under various constraints.	3 years (Approx.)	U.K.
11. Shri P.G. Puranik	Osmania University	Infrared and Raman Spectroscopy.	1 year	U.S.A.
12. Shri Som Datt Chopra	Panjab University	Ph.D. - Applied Mathematics (Hydrodynamics - Turbulence).	3 years	U.K.
13. Shri Badri Narain Roy.	Patna University	Ph.D. - Heat Engines	3 years	U.K.

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APPENDIX 'A' (contd)

14.	Kumari Leela Ganesh Mulherkar.	Poona University	Ph.D. - Experimental embryology/ Animal Behaviour.	2 years	U.K.
15.	Shri Om Prakash	Roorkee University	Ph.D. - Structures Plastic Theory.	2 years	U.K.
16.	Dr. Har Swarup	Saugor University	D.Phil (Oxon) or Ph.D. (London) - Embryology, Ecology or Physiology of Fishes	2 years	U.K.
17.	Shri P.S. Subramaniam	Travancore University	M.S. - Machine Tools or Metrology	2 years (Approx.)	U.S.A.
18.	Shri N.R. Kar	West Bengal Government.	Ph.D. - Urban Geography. Techniques of City and Landscape Planning.	3 years	Germany & U.S.A.
19.	Shri H.K. Manmohan Singh	Pepsu Government	Ph.D./M.A. (i) Study of Advanced Economics Theory. (ii) Industrial Problems - Problems of Planning and employment, etc.	2 years	U.K./ U.S.A.
20.	Shri H.G. Venkatesh	Ministry of Education (Technical Division - I.I.T.Kharagpur)	Ph.D. - Microwave Spectroscopy	3 years	U.S.A.
21.	Shri S.K. Katrak	Bombay Govt.	M.Sc. (Eng.) Civil Engineering.	2 years	U.S.A.
22.	Dr. A.U. Vasavada	Rajasthan Government.	Certificate - Study and Practice of Analytical Psychology	2 years	Switzerland
23.	Dr. V. Subba Rao	Andhra University	Ph.D. - Research in Pharmaceutics.	2 years	U.K.
24.	Shri Dev Raj	Punjab University	D.Litt - Application of critical methods of research to Sanskrit Literature/Role of Towns in ancient Indian economy.	3 years	France
25.	Shri Arun Coomar Bose	Bihar University	B.A.(Hons) in Modern History with special reference to contemporary Asian Affairs.	2 years	U.K.

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APPENDIX 'B' 116

NAMES AND BRIEF PARTICULARS OF SCHOLARS AWARDED SCHOLARSHIPS UNDER THE CENTRAL STATE SCHOLARSHIPS SCHEME, 1954-55.

Name of the Candidate	Place of Domicile	Subject of Study
1. Shri Lalit Kumar Pandit	Himachal Pradesh	Theoretical Physics - Field Theory and Nuclear Forces for Ph.D. Degree.
2. Shri S.K. Trehan	Delhi	Meson Theory and Nuclear Forces for Ph.D, Degree.
3. Shri Raj Kumar Verma	Delhi	Geophysics for Ph.D. Degree.

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APPENDIX (C)

NAMES AND BRIEF PARTICULARS OF SCHOLARS WHO HAVE BEEN SELECTED FOR AWARD OF SCHOLARSHIPS UNDER THE GOVERNMENT OF INDIA FOREIGN LANGUAGES SCHOLARSHIPS SCHEME, 1954-55.

Name of the Scholar.	Sponsoring Authority.	Language for specialisation.	Country of study.
1. Shri Sadruddin Amir Ansari	I.C.C.R., New Delhi.	Arabic language and literature.	Egypt/Lebanon
2. Shri Ejaz Ahmed.	Lucknow University.	-do-	-do-
3. Shri Sayyid Muhammed Abu Bakar Hasani.	I. & B Ministry.	-do-	-do-
4. Shri N.C. Sen	Visva Bharati University	Chinese language and literature.	China
5. Mrs. V.B. Tongaonkar	Bombay Government.	French language and literature.	France
6. Shri K.C. Kormocar	Chandranagore College, Chandranagore.	-do-	-do-
7. Miss Saroj Bhatia.	A.I.R. New Delhi.	-do-	-do-
8. Shri B.B. Kulkarni	Bombay Government	German language and literature	Germany
9. Shri Morris Benson	N.R. and S.R. Ministry.	-do-	-do-
10. Shri Syed Hasan	Patna University	Persian language and literature	Iran
11. Dr. Nasir Ahmed	Lucknow University	-do-	-do-
12. Shri Vishwa Nath Bakshi	Ministry of Home Affairs, New Delhi.	-do-	-do-
13. Shri C.N. Chakravarty	Delhi University	Russian language and literature.	Russia/U.K./France/Germany.

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APPENDIX 'D'

STATEMENT SHOWING THE SUBJECTS IN WHICH SCHOLARSHIPS HAVE BEEN AWARDED FOR POST-GRADUATE STUDY IN WEST GERMANY UNDER THE INDO-GERMAN INDUSTRIAL CO-OPERATION SCHEME, 1954-55.

S.No.	Subject in which scholarship awarded.	Sponsoring authority.	No. of Scholarships.
1.	Physics	Aligarh University	1
2.	Chemistry of High Polymers.	Lucknow University	1
3.	Chemical Kinetics	Sacred Heart College, Thevara, Cochin State.	1
4.	Chemical Engineering	College of Engg. & Technology, Bengal.	1
5.	Carbonization of low grade coal combustion.	-do-	1
6.	Combustion with special reference to pulverized fuel burning.	Fuel Research Instt., Council of Scientific & Industrial Research.	1
7.	Coke Oven Tar - High & Low Temperatures.	-do-	1
8.	Ionospheric and Electronic Investigation.	Council of Scientific & Industrial Research.	1
9.	Harmone Research	Central Drug Research Institute, Lucknow.	1
10.	Pharmacology with speical reference to metabolism of drugs.	-do-	1
1.	Agronomy	B.R. College, Agra.	1
12.	Soil Microbiology	Y.N. Govt. Inter College, Gyanpur.	1
3.	Botany with special reference to Plant Physiology.	Ministry of N.R. & S.R.	1
4.	Concrete Technology	Aligarh University	1
5.	Manufacture of Synthetic Drugs.	Karnatic College, Dharwar.	1
		TOTAL :	15

APPENDIX 'E'

STATEMENT SHOWING SUBJECTS IN WHICH SCHOLARSHIPS HAVE BEEN AWARDED FOR INDUSTRIAL TRAINING IN WEST GERMANY UNDER THE INDO-GERMAN INDUSTRIAL COOPERATION SCHEME 1954-55.

SUBJECTS.	No. of Scholarships.
Machine Tools	5
Building & Excavating Machinery	1
Mechanical handling of equipment	3
Textile Machinery	1
Diesel Engines	5
Boilers	3
Transmissions or Gear Boxes for Cast Iron.	1
Mining Machines Excavating Machines	1
Gauges & Measuring instruments	1
Agricultural Harvesting Machines(except tractors)	1
Manufacture of Heavy trucks & bodies	1
Mining Machinery	1
Iron & Steel	8
Ceramics, Refractory Bricks Manufacture	1
Metallurgy	4
Electrical Switchgear	4
Elec. Engineering	7
Chemical industries	3
Gauges & Precision Instruments	1
TOTAL :	52

APPENDIX 'F'

STATEMENT SHOWING THE NAMES OF THE AUTHORITIES WHOSE NOMINEES HAVE BEEN SELECTED FOR INDUSTRIAL TRAINING IN WEST GERMANY UNDER THE INDO-GERMAN INDUSTRIAL CO-OPERATION SCHEME, 1954-55.

Name of the Sponsoring Authority.	No. of nominees selected.
Ministry of Defence	1
Hindustan Machine Tools Ltd., Bengalore	2
Jay Engineering Works, Calcutta.	1
The Premier Automobiles Ltd., Kurla, Bombay	1
Hirakud Dam Project. (Ministry of Irrigation & Power)	2
Indian Institute of Technology, Kharagpur	4
The K.C.P. Ltd., Madras (Ministry of Labour)	1
Tata Iron & Steel Co., Jamshedpur	6
Ahmedabad Textile Industry Research Association (Ministry of N.R. & S.R.)	1
Punjab Government	1
The Aluminium Corporation Ltd., Jaykaynagar	1
Sindri Fertilizers & Chemicals, Sindri	2
Mysore Iron & Steel Works Bhadrawati	3
National Instruments Factory (Ministry of Production)	1
Della Engineering Co. Ltd. Meerut	1
Sanghavi & Co. Bombay.	1
Hindustan Motors Ltd. Uttarpara	2
The Jaypore Mining Syndicate Ltd., Payagada, Karaput (Ministry of Labour).	1
Indian Steel & Wire Products Ltd., Jamshedpur	1
The Textile Machinery Corporation Ltd., Belghurriah	1
Structural Engg. Works Ltd., Bombay	1
Mysore Government.	2
The Mysore Elec. Industries Ltd., Bengalore	1
G.E.C. of India Ltd., Calcutta	1
Andhra Government	1
College of Engineering & Technology, Calcutta	1
Jaipur Metals & Elec. Ltd., Jaipur	1
Karam Chand Thaper & Bros, Ltd.	2

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APPENDIX 'E'

Indian Telephone Industries Ltd. (Ministry of Communications)	1
National Physical Lab. (Ministry of N.R. & S.R.)	1
Associated Industrial Development & Co. Ltd. Calcutta	1
The Atul Products Ltd., Bulsar	2
Alembic Chemical Works Baroda	1
West Bengal Government	1
Council of C.S. & I.R. (Ministry of N.R. & S.R.)	1
TOTAL :	52

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APPENDIX--A (h)--

MEMORANDUM

Central Advisory Board of Education in India

ITEM--III (h)-- OF AGENDA. 22ND MEETING--NEW DELHI.
12th to 14th January, 1955.

Subject:-General Cultural Scholarships Scheme.

(a) GENERAL FEATURES:- The object of the Scheme is to promote Cultural relations with neighbouring countries and to offer educational facilities to students of countries that are not so well equipped in this respect. It was initiated by the Government of India in 1949-50 and 70 scholarships were decided to be awarded every year to students of Indian origin domiciled abroad and indigenous students of certain Asian, African and other Commonwealth countries. The number of fresh awards made annually has been raised to 100 with effect from 1952-53.

260 scholars are studying under the Scheme as on 30th November, 1954 from the following countries:-

Aden, Afghanistan, British East Africa, British West Indies, Burma, Ceylon, China, Egypt, Ethiopia, Fiji, Gold-Coast, Indo-China, Indonesia, Iran, Iraq, Israel, Japan, Malaya, Mauritius, Madagascar, Nepal, Nigeria, North Rhodesia, Syria, Surinam, Sudan, Tibet, Thailand and Turkey.

(b) Value and duration of Scholarships:- The rate of stipend is Rs. 200/-p.m. besides capitation, tuition and university examination fees. In some cases, part scholarships ranging from Rs. 75/-p.m. to Rs. 100/-p.m. have been awarded to those who are already studying in India and needed help. A scholarship of Rs.300/-p.m. has also been awarded during 1953-54 to a scholar teacher from British East Africa who is teaching the Swahili language at the Delhi University besides studying himself.

The Scholarship is tenable for the period necessary for the student to complete the course of study for which he is selected subject to satisfactory progress.

(c) Subjects of study:- Scholarships are awarded for study in Indian Universities and other educational institutions in the Arts and Humanities, Science, Agriculture, Medicine, Technology.

Education, Law, Commerce, Forestry, Veterinary Science, Engineering and other allied subjects. Preference is given to students desiring to take post-graduate course but from such countries where adequate facilities for post-matriculation education do not exist, students at the under-graduate level are also selected.

No specific number of scholarships is allotted subject-wise.

(d) SELECTIONS: Selections are made by the Government of India on the recommendations of the Indian Missions abroad who are requested to send their recommendations every year by a specified date.

The allotment of scholarships to the countries are made keeping in view the needs and the demands of each country concerned and the total number of scholarships available.

The following table will show the number of scholarships awarded since the inception of the scheme in 1949-50.

Year.	No. of Scholarships allotted.		No. of Scholarships actually utilised.		Total utilised.	Scholars studying in India on 20-11-54	Remarks.
	Indian Origin.	Non-Indian.	Indian Origin.	Non-Indian.			
1949-50.	30	40	32	24	56	4	
1950-51	30	40	28	24	52	13	
1951-52	29	41	23	30	53	21	
1952-53	29	41	35	60	95	52	
1953-54	33	67	30	64	94	84	
1954-55	33	67	All awards not yet finalised			86	so for arrived
						260	

(e) The budget provision for the current financial year for the Scheme is Rs. 6,25,000/- and a provision of Rs. 7,25,000/- has been accepted by the Ministry of Finance for inclusion in the budget estimates for the year 1955-56.

(f) WELFARE ARRANGEMENTS:- The Government of India have paid special attention to the welfare of the scholars and have taken steps to make their so-journ in India as fruitful as possible. Welfare Committees and Tour Committees have been formed at the various Universities to look after the welfate of the foreign students. Historical tours and sight-seeing are also arranged so that scholars may be able to visit places of historical and cultural interest. An educational-cum-recreational Summer Camp for foreign students in Indian Universities was organised at Kodai-Kanal by Indian Council for Cultural Relations in May 1954. It is also proposed to hold a holiday camp of foreign scholars once a year which will be of one month's duration. This will enable the foreign scholars to mix with the students of various foreign countries and develop in them the feelings of Universal brotherhood. The Indian Council of Cultural Relations have also been looking to the General Welfare of foreign students studying in India.

The Government of India keep a close watch on the progress of these students. Quarterly progress reports are called for from these scholars through the Principals of the institutions where they are undergoing study and their difficulties resolved as far as possible. Occasionally these scholars are also contacted by the Government of India Officers and their problems, if any, are discussed.

(g) Appreciation of the Scheme:- The Scheme has been very well received by the Governments as well as the students Community abroad. Notes of appreciation have been received by Government from many quarters overseas. The Scheme has already begun to play its part in developing cultural relations and fostering better understanding between India and the participating countries. The introduction of the scheme has aroused interest in the foreign countries particularly the African countries to have their children educated in India and there has been a gradual increase in the flow of foreign students to India.

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APPENDIX--A(i)-------

MEMORANDUM

Central Advisory Board of Education in India.

ITEM-III(J)----OF AGENDA.

22nd Meeting----New Delhi.
12th to 14th January, 1955.

Subject:- Government of India's Scheme for the award of scholarships to foreign students for training in Cottage Industries and other Vocational subjects.

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The Government of India approved in 1953-54 a Scheme for the award of 25 scholarships for a period of two years to trainees from East and Central Africa for training in Cottage Indistries and other vocational subjects, such as tailoring, weaving, shoe-making, mechanics, carpentry, fitting etc. which will enable them to earn their living on return to their country. The terms of scholarships are as follows:-

(a) Each scholar selected under the scheme is entitled to a stipend of Rs.75/-p.m. inclusive of tuition and examination fees.

(b) Deck class passages from the port of embarkation in Africa to the port of disembarkation in India and back in deserving cases.

(c) The scholarship is tenable for a period of two years from the date the scholar joins the institution or till the end of the final examination, whichever is earlier.

No separate provision was made for the Scheme in question during 1953-54 and the expenditure was debited to the provision made for the General Cultural Scholarships Scheme.

Since the scheme proposed in 1953-54 was sanctioned late in the year, only one scholar from East Africa, Mr. B.K.M.Ogol, who was already in India, was selected, no other application being received.

The scheme has been extended in 1954-55 to Mauritius, British West Indies and Fiji. In the case of Fiji, as there is no sea service between Fiji and Sydney and there is no deck class on the ships plying between Sydney and Bombay, it has been decided to give air passage from Fiji to Sydney and tourist class sea passage from Sydney to Bombay and back. The following is the allocation of scholarships for 1954-55.

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Name of the country.	No of scholarships allotted.
Africa (British and Central)	16
Mauritius.	2
British West Indies.	5
Fiji.	2

A separate provision of Rs. 28,000/- has been made in the budget estimate for 1954-55 for the scheme. Applications for the award of scholarships during 1954-55 were received late in the year. As it was not possible to arrange the placement of the selected scholars during 1954-55, selection of 16 candidates has since been provisionally made for being placed during 1955-56. In view of this, the provision of Rs. 28,000/- allotted during 1954-55 could not be availed of except on the stipend of one scholar who was selected during 1953-54, who will continue to receive his stipend upto the end of December, 1954.

A provision of Rs. 28,000/- has been accepted by the Ministry of Finance for inclusion in the budget estimates for the year 1955-56 in respect of this scheme.

MEMORANDUM.

Appendix A (K).

CENTRAL ADVISORY BOARD OF EDUCATION IN INDIA.

Item No. III (K) of Agenda. Twenty second meeting, New Delhi, 12th to 14th January, 1955.

Subject:- Work done with regard to the rehabilitation of students and teachers displaced from Pakistan.

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In the Memorandum submitted in the 21st meeting, it was stated that financial assistance to displaced students would be continued in the year 1954-55. The figures for the year 1953-54 regarding the amount spent on financial assistance to displaced persons in different States and the number of students benefited will be found at Annexure 'V'.

New schools for displaced persons: During the year 1953-54, eleven new schools for displaced persons were opened by the State Government of West Bengal and a sum of Rs.5,20,634 was spent on extension of buildings of 66 secondary schools. No new disrupted institution was revived during the year 1953-54. The Government of Rajasthan started 23 schools, 19 Government and 4 privately managed. The expenditure on this account incurred by that Government amounted to Rs.34,91,264. The Government of Madhya Pradesh spent Rs.1,41,319 on maintaining State Government schools and making grants to local bodies and private managements for the same. The Punjab Government spent Rs.4,93,500 and Madras Rs.2,784/15/- on this account. The Delhi State Government opened 22 new Government schools, while the Local Bodies and Private management opened 10 & 9 schools respectively where majority of students is of displaced persons.

Ministry of Rehabilitation has set aside Rs.7 lakhs for the year 1954-55 for grants to disrupted institutions, and the applications are being examined.

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Certificates: The work of assisting displaced and other persons who lost their original certificates during the disturbances continues and during the year under review, 134 certificates were issued by the Punjab University, (Solan) on the basis of verification of statements made by this Ministry. Three certificates were obtained from Pakistan through the Indian High Commissioner at Karachi and 17 from the Punjab University, Lahore, through our Deputy High Commissioner at Lahore. The statements of qualifications of 43 European teachers who left India after Independence were verified by this Ministry to help them in finding jobs in England. Reference of 58 statements of qualifications received from various Ministries were verified from the record available in this Ministry.

Provident Funds: Government of India in the Ministry of Communications have appointed Liaison Officers on a reciprocal basis to work in Pakistan in order to obtain speedy verifications of the claims of provident funds of teachers and other savings bank accounts. The progress in being watched. The Government of the Punjab has now decided that the provident funds of displaced teache in various cooperative banks in the Punjab (India) should be paid up according to the amount of their verified claims from the realisation account of the Muslim evacuee depositors lying with the Provincial Cooperative Bank, Limited, Jullundur, without waiting for the release of such deposits which are lying with the Punjab (Pakistan Govt.) All claims of non-Muslim displaced teachers for provident funds deposited in cooperative banks in Punjab (P) are bein paid to the claimants by the said bank.

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Annexure

STATEMENT SHOWING WORK DONE WITH REGARD TO THE EDUCATIONAL REHABILITATION OF DISPLACED PERSONS DURING THE YEAR 1953-54.

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Name of State.	Amount spend on stipend to		Cash Grants High & Middle School.		Freeships	
	(a)	(b)	(a)	(b)		
	College Students.	Technical Students.	Primary Students.	High Class Students.	Primary Students.	High Class Students.
1	2		3		4	
			PART 'A' STATES.			
Assam.	55,451-14-0	54,052-6-0	5,905-0-0	75,514-12-0	8,075- 6-0	1,54,336-14-0
Bihar.	1,310- 0-0	15,597-0-0	Figures not available.	Figures not available.	Figures not available.	Figures not available.
Bombay.			Information not received.			
Madhya-Pradesh.	2,100- 0-0	28,645-0	6,914-0-0	16,010- 0-0	1,846- 0-0	34,366- 0-0
Punjab.	3,01,809- 7-0		4,245-0-0	4,11,688- 0-0	882- 1-0	6,65,805- 0-9
Madras.	455- 0-0	4,393-6-0	2-0-0	400- 0-0	14- 0-0	1,903- 0-0
Orissa.	232- 0-0	360-0-0	770-0-0	2,409- 0-0		
Uttar Pradesh.	64,048- 0-0	1,14,848-0-0	16,989-8-0	53,078- 0-0	1,15,634- 4-0	3,90,626-13-0
West Bengal.	9,71,407- 0-0	4,55,563-0-0	30,180-0-0	11,41,190- 0-0	4,01,543-10-0	21,66,283-14-0
TOTAL.	13,96,813- 5-0	6,73,458-12-0	65,005-8-0	17,00,289-12-0	5,27,995- 5-0	34,13,321- 9-9

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Annexure

o. of students benefitted.				No. of students benefitted.		New Schools started for refugees in 1953-54.			Amount spent on the maintenance of Refugee Schools from the Local and Central Revenues in 1953-54.			Number of institutions disrepted in Pakistan which have been revived in India during the year 1953-54.	Remarks.
ti- ends.		Cash Grants.		Freeships.									
College.	Technical.	High.	Primary.	High.	Primary.	Government.	Local Board.	Private.	Government.	Local Boards.	Grant to Privates.		
		5		6			7			8		9	10
17	274	2144	1425	11839	741	-	-	-	-	-	14,400-0-0	Nil.	
13	44	Not available	Not available	Not available	Not available	-	-	-	-	-	-	Nil.	
							Information not received.						
7	67	2913	3386	1413	736	-	-	-	-	*1,41,819/-	*7,807-0-0	Nil.	*Amount spent by the State Govt. on the maintenance of the Refugee Schools managed by local bodies and private managements.
39	-	37527	1394	37527	1394	-	-	-	-	-	4,93,500-0-0	Nil.	
2	7	33	1	33	1	-	-	-	-	-	2,784-15-0	Nil.	
2	6	130	118	130	118	2	-	-	6,557/-	-	-	Nil.	*The amount foregone by granting Free studentship to displaced students is reimburse by giving additional grants to the Schools concerned from the Education Budget. A sum of Rs.516 was spent on 2 De and Dumb students.
41	276	4443	3227	10745	7293	-	-	-	-	-	-	Nil.	
09	2654	40307	5036	42251	13763	118	Not given	Not given	34,91,263/-	-	-	11	*66 Secondary Schoo were assisted with the grants to extention of Buildings. A sum of Rs.5,29,634/- was spent on these School.
0	3328	87497	20587	1,03,938	24046	120	-	-	34,97,820/-	1,41,819/-	5,18,491-15-0	11	

99

	5			6		7			8			9	10
2	7	21	47	21	47	-	-	-	-	-	-	Nil.	
						Information not received							
11	10	246	117	-	-	-	-	-	5,72[illegible]-0-0	-	1,290-1-0	Nil.	
						Information not received							
98	115	4,308	5,41[illegible]	2,933	-	-	-	-	-	-	-	Nil.	No Institution has been revived in Pepsu during the year 1953-54.
36	147	1,477	2,691	4,050	1,111	-	-	-	2,49,156-3-0	-	6,249-0-0	23. Govt 19	
	25	609	3,264	838	6,018	-	-	-	1,32,70[illegible]-0-0	-	-	Nil. Priv. 4 23	
	-	-		3	-	-	-	-	-	-	-	Nil.	
	304	6,751	11,533	7,845	7,176	-	-	-	3, 7,576-8-0	-	7,539-1-0	23	
									PART 'C' STATES.				
	55	507	1,324	225	Free.	-		-	-	-	-	Nil.	
	-	58	-	554	4,79[illegible]	-	-	-	Approximate 75,461-8-0	-	-	Nil.	
	-	-	-	-	-	-	-	-	-	-	-	-	
9	913	12,706	21,395	47,457	-	* 22	* 1[illegible]	* [illegible]	-	-	-	Nil.	*These schools are not opened for the refugee children but the majority of Children in these schools is of refugees.
-	-	45	61	133	All.	-	-	-	-	-	-	Nil.	
6	2	10	305	-	-	-	-	-	-	-	-	Nil.	
5	12	3,622	4,469	3,622	8,93[illegible]	19	-	-	37,[illegible]-0-0	-	-	Nil.	
4	-	237	549	177	370	-	-	-	-	-	22,396-00	Nil.	
-	-	-	-	14	Free.	2	-	-	7,57[illegible]	-	-	Nil.	
-	-	[illegible]	23[illegible]	31	4[illegible]	-	-		* 6,[illegible]32-6-0	-	-	Nil.	* As pay of teachers.
-	-	1[illegible]	13	6	-	-	-	-	-	-	-	Nil.	
-	5	3	-	3	-	-	-	-	-	-	-	Nil.	
4	937	17,231	28,436	52,227	14,151	43	10	[illegible]	1,76,[illegible]63-9-0	-	22,396-0-0	Nil.	

GRAND TOTAL OF PARTS 'A', 'B' & 'C' STATES.

	5			6		7			8			9	10
0	3,323	37,[illegible]7	20,537	1,03,933	[illegible]	12[illegible]	-	-	34,[illegible]7,820-0-0	1,41,319/-	518491-15-0	11	
7	304	6,751	11533	7,845	7,176	-	-	-	3,[illegible]7,576-8-0	-	7,539- 1-0	23	
4	937	17,231	28,436	52,227	14,151	43	10	9	1,76,363-9-0	-	22,396-0-0	Nil.	
1	4,[illegible]	1,11,[illegible]	60,556	1,6[illegible],01[illegible]	45,373	163	10	9	40,62,260-1-0	1,41,319-0-0	5,48,427-0-0	34	

(1)	(2)	(3)	(4)	(5)	(6)	(7)
			PART 'B' STATES			
derabad	360- [illegible]- 0	1,580-0-0	94-0-0	240-0-0	1,229-11-6	936-0-0
mmu & Kashmir		Information not received				
sore	2,280- 0- 0	2,520-0-0	3,136-0-0	7,014-0-0	---	---
dhya Bharat		Information not received				
psu	29,449-4-0	43,008-14-6	10,828-0-0	50,636-2-0	---	78,449-8-0
jasthan	5,600-0-0	14,151-0-0	6,286-0-0	18,318-0-0	5,787-0-0	2,290-12-0
urashtra	14,550-0-0	6,122-8-0	8,494-0-0	7,270-0-0	---	---
avancore-Cochin	---	---	---	---	---	201-0-0
TOTAL:-	52,239-4-0	67,382-6-6	28,888-0-0	83,478-2-0	5,016-11-6	81,877-4-0
			PART 'C' STATES			
jmer-Merwara.	22,233-0-0	22,500-0-0	4,885-0-0	4,033-0-0	Free	5,000-0-0
opal	---	---	---	1,500-0-0	---	---
org	---	---	---	---	---	---
lhi.	34,158-0-0	2,21,551-0-0	42,790-0-0	1,49,220-0-0	---	1,72,226-0-0
machal Pradesh	---	---	152-0-0	530-0-0	Freeships to all	2,351-9-0
indhya Pradesh	2,086-4-0	2,988-0-0	694-0-0	1,100-0-0	---	---
ipura	13,990-0-0	6,190-0-0	22,345-1-3	1,11,720-[illegible]-0	1,01,430-4-0	2,02,860-0-0
tch	2,400-0-0	---	1,112-0-0	2,840-0-0	3,520-3-0	8,138-2-0
daman & Nicobar lands.	---	---	---	---	Free	432-0-0
nipur.	---	---	950-0-0	921-0-0	435-0-0	1,224-0-0
laspur	---	---	26-0-0	150-0-0	---	78-12-0
ndhra	---	3,549-0-0	---	40-0-0	---	112-8-0
TOTAL:-	74,867-4-0	2,56,718-0-0	72,954-1-3	2,72,104-0-0	1,05,385-12-0	3,92,422-15-0
		GRAND TOTAL OF PARTS 'A' 'B' & 'C' STATES.				
States	13,96,313-5-0	6,73,458-12-0	65,005-8-0	17,00,289-12-0	5,27,995-5-0	34,13,321-9-9
States	52,239-4-0	67,382-6-6	28,888-0-0	33,473-2-0	5,016-11-6	81,877-4-0
States	74,867-[illegible]-0	2,56,718-0-0	72,954-1-3	2,72,104-0-0	1,05,335-12-0	3,92,422-15-0
GRAND TOTAL:-	15,23,91[illegible]-15-[illegible]	[illegible],[illegible]7,559-2-6	1,66,847-9-3	20,55,871-14-0	6,38,397-12-6	38,87,621-12-9

Appendix ...A(L)

MEMORANDUM

CENTRAL ADVISORY BOARD OF EDUCATION.

ITEM III (L) of Agenda.

Twenty-Second meeting, New Delhi
January 12, 13 & 14, 1955.

Developments in Basic (Primary & Middle) Education - 1953-54.

At the 20th meeting of the Central Advisory Board of Education held at New Delhi on the 9th and 10th November, 1953, the Board while considering the report on the Developments in Basic (Primary & Middle) Education - 1951-52 recommended as follows:-

(i) The summary of the reports submitted by the various State Governments on Basic Education should be modified so as to include data on the productive aspect of Basic Education;

(ii) The present form on which the State Governments furnish their reports should be modified so as to include data on the productive aspect of Basic Education;

(iii) The Board appointed a Sub-Committee consisting of Sarva Shree E.W. Aryanayakam, D.C. Pavate and J.C. Mathur (Convener) to suggest the necessary modifications.

The revised proforma approved by the Committee was circulated to the State Governments. The information so far received from the State Governments of Manipur, Travancore-Cochin, Bhopal. Coorg. Kutch, A. & N. Islands is attached.

MANIPUR

1. Serial No.1.

2. Types of Institutions - Urban Junior Basic School.
3. Number of institution with grades - one (I - V).
4. Number of pupils in these institutions class-wise - 2, 8, 16, 4,
I II III IV
Total in all institutions - 40 - average - 8.

5. Number of trained teachers - 1

6. Number of untrained teachers - Nil

7. Expenditure on teachers, salaries and D.A. - From Ist January,1954
to March,'54 - Rs.647-4

8. (a) Expenditure on contingencis other than raw materials - Rs.693-10
(b) Rent rates and taxes - Nil.
(c) Salaries of menials - Rs. 87/2 Choukidar.
(d) Travelling Allowance - Nil.
(e) Recurring cost of raw-materials - Rs.486/-

9. Contingencies non-recurring.
(a) On House building - Rs.8700/-, (b) Land - Nil, (c) Equipment and appliances - Rs.2491/-, (d) Working capital - Nil,
(e) Irrigational facilities - Nil.

10. Quantity of Goods produced during the year.
in weight - Nil.
or Yardage - Nil.
or size - Nil.

11. Money value of produced goods during the year - Nil.

12. Money value of produced goods of the previous stock - Nil.

13. Money value of the quantity sold during the year - Nil.

14. Money value of the unsold quantity in stock at the end of the year-

15. Value of the Raw materials in stock of the previous year - Rs.486/-.

16. Value of Raw material supplied afresh during the year - Nil.

17. Total value of Raw materials available during the year - Rs.486/-

18. Total value of Raw materials used during the year - Nil.

19. Value of Raw materials in Balance at the end of the year - Nil.

20. Total income during the year - Nil.

21. Total earning during the year - Nil.

22. Total Treasury deposit during the year - Nil.
(from different heads).

23. Other savings effected as a result of community life (i.e. pay and allowance of menials, expenditure on repairs of buildings and furniture etc.), total - Nil, average - Nil.

24. (a) Percentage of (Money value) Goods produced and expenditure - N
(b) Percentage of money value of quantity sold and expenditure - Ni

25. Net cost - Nil.

26. Cost per capital (in Rupees) - Nil.

TRAVANCORE-COCHIN

1. Serial No .... 1.
2. Types of Institutions - Basic school (Primary) attached to the Basic Training Institution, Cherpu,
3. Number of institution with grades - one - Grades I, II and III.
4. Number of pupils in these institutions class-wise, - Grade I-23
   Grade II-13
   Grade III-6

   42
5. Number of trained teachers - 3
6. Number of untrained teachers - Nil
7. Expenditure on teachers salaries, and D.A.) Pay - Rs.1266/-) D.A.- Rs. 971/-
8. (a) Expenditure on contingencies other than raw materials - Nil.
   (b) Rent - rates and taxes - Nil
   (c) Salaries of menials - Nil
   (d) Travelling allowance - Nil
   (e) Recurring cost of raw materisl - Rs. 89-7-6.
9. Contingencies non-recurring.
   (a) On house building - Nil
   (b) Land - Nil
   (c) Equipment and appliances - Rs. 46-8-0
   (d) Working capital - Nil
   (e) Irrigation facilities - Nil
10. Quantity of goods produced during the year.
    in weight
    or Yardage - 538½ hanks
    or size
11. Money value of produced goods during the year - Rs.126-4-0
12. Money value of produced goods of the previous stock - Rs. 16-10-0
13. Money value of the quantity sold during the year - Nil
14. Money value of the unsold quantity in stock at the end of the year
15. Value of Raw materials in stock of the previous year - Nil.
16. Value of Raw materials supplied afresh during the year-Rs.89-7-6.
17. Total value of Raw materisl available during the year-Rs.89-7-6.
18. Total value of Raw materisl used during the year - Rs. 89-7-6.
19. Value of Rsw materials in Balance at the end of the year - Nil
20. Total income during the year - Rs. 126-4-0.
21. Total earning during the year - Rs.126-4-0--Rs.89-7-6. =Rs.36-12-6.
22. Total Treasury deposit during the year
    (from different heads) - Nil
23. Other savings effected as a result of community life (i.e., pay and allowance of menials, expenditure on repairs of buildings and furniture etc). - Pay Rs.96Rs- Allowance Rs.36/-
    Total - Rs.132-0-0 (of sweeper).
24. (a) Percentage of (Money value) Goods produced and expenditure-141.1
    (b) Percentage of money value of quantity sold and expenditure- Nil
25. Net cost - Rs.2373-16-6 (including establishment Expenditure)
26. Cost per capita (in Rupees) - Rs,3-0-0. (excluding establishment charges).

BHOPAL

1. Serial No.

2. Types of Institution. - Junior Basic Schools.

3. Number of Institution with grades. - 16 with V Grades.

4. No. of pupils in these Institution -I II III IV V TOTA
538 115 95 33 26 807

TOTAL IN ALL INSTITUTIONS - 8[illegible] AVERAGE.

5. No. of trained teachers. - 16

6. No. of Untrained teachers. 13

7. Expenditure on teachers salaries, and D.A. Rs. 26,796/-

8. (a) Expenditure on contingencies other than raw materials. - Rs. 150/-
(b) Rent, Rates and Taxes. - Nil
(c) Salaries of Menials. - Nil
(d) Travelling Allowance. - Nil
(e) Recurring cost of raw materials - Rs. 26/9

9. Contingencies Non-recurring:-

(a) On House building - 150/-; (c) Equipment and appliances-)
(b) Land; (d) Working capital (e) Irrigation facilities Rs.1,580/-

10. Quantity of Goods Produced during the year
in weight.
or yardage. - 6½ seers yard
or size.

11. Money value of produced goods during the year - Rs 45/8/-

12. " " " " " of the previous stock -------

13. " " " the quantity sold during the year - -----

14. " " " the un-sold quantity in stock at the end of the year----------------------------------Rs.45/8/-

15. Value of Raw materials in stock of the previous year Rs.87/11/-

16. " " " " supplied afresh during the Yr.Rs26/9/6

17. Total value of raw materials available during the Yr.Rs 114/4/6

18. " " " " " used during the year Rs 42/-

19. Value of raw materials in Balance at the end of the yr. Rs72/-

20. Total income during the year - Nil

21. Total earning during the year - Nil

22. Total Treasury deposit during the year
(from different heads)

23. Other savings effected as a result of community life(i.e.pay an allowance of menials, expenditure on repairs of buildings and furniture etc.) Total..................average - 3-4/7-%

24. (a) Percentage of (Money value) Goods produced and expenditureN
(b) Percentage of money value of quantity sold and expenditure

25. Net cost---------

26. Cost per capital (in Rupees) --------------

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COORG

1. Serial No. 1

2. Types of institutions. Government Middle Schools.

3. Number of institutions with grades. 15 From Ist Standard to III

4. Number of pupils in these institutions class-wise.
Total in all institutions.... average.

Ist	Standard	-	1,147
IInd	"	-	866
IIIrd	"	-	886
IVth	"	-	877
Vth	"	-	868
Ist	Form	-	807
IInd	"	-	606
IIIrd	"	-	663
			6720
			average 448.

5. Number of trained teachers - 106

6. Number of untrained teachers. - 69

7. Expenditure on teachers salaries,& D.A. Rs. 96,216/- per year(Salaries
Rs. 92,820/- " " (D.A.)

8. (a) Expenditure on contingencies other than raw materials. Nil
(b) Rent - rates and taxes. Nil
(c) Salaries of menials. Pay - 2,520/- per year , D.A. 7,200/- per year.
(d) Travelling Allowance. Nil
(e) Recurring cost of raw-materials. Nil.

9. Contingencies non-recurring.
(a) On House building Nil.
(b) Land Nil.
(c) Equipment and appliances(Expenditure of Rs,10,000/- met by Govt
(d) Working capital (
(e) Irrigational facilties Nil.

10. Quantity of Goods produced during the year in weight or Yardage or size
Vegetables were grown by students and the actual weight of the production is not maintained.

11. Money value of produced goods during the year. Not valued (Nil)

12. Money value of produced goods of the previous stock. Nil

13. Money value of the quantity sold during the year. Nil(not valued)

14. Money value of the un-sold quantity in stock at the end of the year. Nil

15. Value of Raw materials in stock of the previous year. Nil

16. Value of Raw materials supplied afresh during the year. Nil

17. Total value of Raw materials used during the year. Nil

Total value of Raw materials used during the year. Nil

19. Value of Raw materials in balance at the end of the year. Nil

20. Total income during the year. About Rs.150/-

21. Total earning during the year. About Rs.150/-

22. Total Treasury deposit during the year. (from different heads)
The amount realised by sale of vegetables was utilised for the purchase of maure seeds etc by the students.

COORG- continued

3. Other savings effected as a result of community life (i.e. pay and allowance of menials, expenditure on repairs of buildings and furniture etc.) total......average — Nil. No community life.

24. (a) Percentage of (Money value) Goods produced and expenditure. Nil

(b) Percentage of money value of quantity sold and expenditure. Nil.

25. Net cost ...... Nil.

26. Cost per capita (in Rupees.) -

....

KUTCH

No systematic basic education has so far been introduced in Kutch on account of lack of basic trained teachers. During the year 1953-54, 12 teachers were deputed for training in basic education at the training schools in the Bombay State. These teachers have now returned duly trained. It is proposed to convert existing two primary schools systematically into basic schools during the current year. So far only the craft of spinning has been introduced on a purely experimental basis in 13 primary schools.

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(- ANDAMAN AND NICOBAR

1. Serial No.

2. Types of institutions. Junior Primary Basic schools (The Primary Schools being converted in-to Basic School during current year)

3. Number of Institution with grades. 5 schools, having three grades.

4. Number of pupils in these institutions class-wise.

I	II	III
97	32	16

Total in all institutions 145 average 29 per school.

5. Number of trained teachers. Nil

6. Number of untrained teachers. 7

7. Expenditure on teachers salaries, and D.A. Rs. 17356/-(including pay)

8. (a) Expenditure on contingencies other than raw materials Nil
   (b) Rent-rates and taxes .... Nil
   (c) Salaries of menials .... Rs. 4500/- per annu
   (d) Travelling Allowance .... Rs. 705/-
   (e) Recurring cost of raw-materials. ..... Nil.

9. Contingencies non-recuring.
   (a) On House building, (b) Land (c) Equipment and appliances
   (d) Working capital (e) Irrigational facilities. Nil.

10. Quantity of Goods produced during the year
    in weight. 298½ seers of vegetables @0-6-0 per Seer.
    or yardage
    or size 1033 No of different varities of baskets.

11. Money value of produced goods during the year. 467-11-0

12. Money value of produced goods of the previous stock. Nil

13. Money value of the quantity sold during the year. 465-6-0.

14. Money value of the un-sold quantity in stock at the end of the year 92-5-0.

15. Value of Raw materials in stock of the previous year. Nil

16. Value of Raw materials supplied afresh during the year. Nil

17. Total value of Raw materials available during the year. Nil

18. Total value of Raw materials used during the year. Nil

(Raw materials are obtained from the jungle free of cost.)

19. Value of Raw materials in balance at the end of the year. Nil

20. Total income during the year. 467-11-0

21. Total earning during the year -do-

22. Total Treasury deposit during the year Rs. 170 -0-0 R.C.
    (from different heads) 93-10-0 Dep:
    111-12-0 Ist April.

Other savings effected as a result of community life (i.e. pay & allowance of ~~menials~~, expenditure on repairs of buildings and furniture etc.)

Total Average Nil.

(a) Percentage of (money value) Goods produced and expenditure) Not
(b) Percentage of money value of quantity sold and expenditure) applicable *

Net cost. Rs. 22093-5-0

26. Cost per capita (in Rupees) Rs. 152/- approx:

* As raw materials are obtained from the jungle free the question of working out % age does not arise

MEMORANDUM

Appendix A(m)

CENTRAL ADVISORY BOARD OF EDUCATION

Item III(m) of Agenda

22nd Meeting - New Delhi
12th, 13th and 14th January'55.

Subject:- Report on the education of the handicapped.

Bharati Braille has been finalized. A pamphlet containing the final charts and the rules for reading and writing in Bharati Braille is under preparation. The final charts will be submitted to the Board as soon as possible. Meanwhile, the Central Braille Press at Dehra Dun has produced several books in Hindi and other regional languages.

2. The work of devising contracted Braille for Hindi is going ahead. The basic principles have been worked out. Details are being worked out in this Ministry. The contracted Braille code for Hindi will be submitted to the Board as soon as possible.

3. An international conference was held in Paris from the 22nd to the 30th July, 1954, under UNESCO auspices to consider the possibility of evolving a single Braille music notation for the world. An officer of this Ministry attended the Conference as a representative of the Government of India. The deliberations of the Conference resulted in a substantial measure of agreement on a uniform system of Braille notation for Western music. A concrete system for the various eastern systems of music could not be worked out at the Conference, but a set of guiding principles was agreed upon. The Conference also set up machinery to carry on further experiments with a view to evolving a more satisfactory system of writing music in Braille. Details of a notation for Indian music based broadly on the recommendations of the Conference are being worked out in this Ministry. The code will be submitted to the Board as soon as it is finalized.

4. The Training Centre for the Adult Blind continues to make steady progress. During the period under review a small sheltered workshop has been established as part of the Centre. At present there are only ten blind workers in this workshop, but it is proposed to increase the number to 25 during the next financial year. A sum of Rs. 1,50,000 has been provided in the next year's budget for the construction of new buildings for the sheltered workshop.

5. The workers in this workshop practise two trades, namely; chair

caning and the weaving of woollen textiles. The average income of a chair caner is between Rs. 60 and 75 p.m., while that of a weaver is between Rs. 90 and Rs. 130 p.m. In addition, the workers are provided free accommodation and medical aid.

6. During the period under review the Centre has established a small office at Madras in order to find employment for ex-trainees of the Centre in ordinary industry. This experiment is still in the initial stages.

7. Funds have been provided in the next year's budget for continuing the experiment in finding works for blind persons in ordinary industry and also for undertaking a new scheme of Home Workers. Under this Scheme, it is proposed that suitable trainees will be provided the equipment necessary for the practice of their occupations and they will be encouraged to establish themselves in their own homes. Their work will be periodically supervised by officers of the Training Centre.

8. One of the greatest obstacles to rapid progress in the education of the blind has hitherto been the difficulty in obtaining the special appliances used in the education of the blind. In order to overcome this difficulty, the Central Braille Press at Dehra Dun has for the last several months been experimenting with the production of Braille slates. This experiment has proved very successful and about 150 Braille slates made at Dehra Dun have been sold to institutions for the blind and blind individuals at about one-fifth the price of imported slates.

9. But at present we are not able to manufacture at Dehra Dun all the appliances essential for the education of the blind. Consequently, it has been decided to import some appliances from abroad and stock them at the Central Braille Press so that they may be easily available to those who need them. The Ministry of Finance has kindly agreed to exempt these appliances from the payment of customs duty so that the customers will have to pay less if they buy these appliances from the Central Braille Press than if they were to import them from abroad.

10. Plans for the establishment of a Model School for Blind Children at Dehra Dun are going ahead. This School will have three main departments, namely,

(1) a primary and secondary school for blind boys and girls, (2) a

kindergarten section and (3) a teachers training department. Construction of buildings for the school is expected to start in a few months.

11. Meanwhile, it has been decided to establish a women's section of the Training Centre for the Adult Blind, Dehra Dun. This scheme has been included in the first five year plan. The object of this section will be to impart suitable vocational training to adult blind women.

12. A provision of a sum of Rs. 14,000 exists in the budget for the current financial year for awarding scholarships to blind students for higher education and advanced professional training. A sum of Rs. 32,500 has been provided in the next year's budget for this purpose. 16 new scholarships have been awarded during the current year. In addition, 14 scholarships are being continued from last year. Four scholars have completed their studies during the current year.

13. A sum of Rs. 24,000 has been provided in the next year's budget for awarding scholarships to deaf students for receiving technical training. A further sum of Rs. 12,000 has been provided in the budget for 1955-56 for awarding scholarships to orthopaedically handicapped children.

14. It has been decided to appoint a National Advisory Council for the Education of the Handicapped. This Council will consist of experts on the education of four important groups of handicapped persons, namely, (1) the Blind, (2) the deaf, (3) the orthopaedically handicapped and (4) the mentally handicapped. The object of this Council will be to formulate new schemes for the education of the handicapped and assist the Government of India in maintaining better contact with field work.

15. In response to an invitation from the Government of India the distinguished deaf-blind American author and Lecturer (Miss) Hellen Keller is visiting this country en route to Pakistan, Japan and the Philipines. She will be accompanied by her Secretary, Miss Polly Thompson. She will be in this country from the 20th February to the 28th April, 1955. During their stay in this country Miss Keller and Miss Thompson will be treated as State guests. They are expected to visit, Bombay, Hyderabad, Madras, Mysore, Calcutta, Delhi, Dehra Dun and Mussoorie; A suitable itinerary for them is being drawn up in consultation with the State Governments concerned.

MEMORANDUM

Appendix A(n)

Central Advisory Board of Education in India

item No.III(n) of Agenda.

Twenty Second Meeting, New Delhi.

12th to 14th January, 1955.

Subject: Report on the work of the Indian National Commission for Cooperation with UNESCO.

Constitution:

With a view to securing better implementation of Unesco's programme in the country, the Interim Indian National Commission was placed on a permanent footing and the Constitution of the permanent Commission was finalized in 1952. The main functions of the Commission are: (a) to promote the understanding of objectives and purposes of Unesco in the country, (b) to serve as a liaison agency between Unesco and the institutions working in the various fields of Unesco and (c) to advise the Government of India in all matters relating to Unesco.

The Commission has three Sub-Commissions, one each for education, science and culture. Important organisations and institutions of All-India character working in the various fields of Unesco have been given representation on the Commission. The Minister for Education is the President of the Commission and the Educational Adviser to the Government of India is the ex-officio Chairman of the Executive Board of the Commission. The Executive Board is the executive body of the Commission and consists of 11 members. The Ministry of Education provides necessary funds and staff for the work of the Commission.

EDUCATION

The Ministry of Education and the Indian National Commission have collaborated with Unesco in the supply of such information and literature as the Organization has asked for from time to time.

Educational Missions:

The Government of India and the Indian National Commission have fully cooperated in Unesco's programme of sending expert Missions to Member States for advising on problems of education. While India has sent experts to Liberia, Iraq, Lebanon, Philippines, Indonesia, Libya Ceylon and Thailand, she has accepted the services of experts sent by Unesco for development of social and rural education, preparation of easy-to-read literature and material for neo-literates, development of compulsory education in Madhya Pradesh and strengthening of library movement.

The Indian National Commission and the Government of India have collaborated with Unesco in its programme of associated experiments in fundamental and adult education. Documentation and technical information about these experiments in the country have been submitted to Unesco, from time to time. A number of projects and agencies in fundamental and adult education which are active in the country have been accepted for association with Unesco in its programme for fundamental and adult education. Indian experts have, at the instance of Unesco, prepared studies dealing with the problems of Compulsory Education and of Women's Education in India.

Free & Compulsory Education:

The Government of India participated in Unesco conferences on different aspects of public education organized jointly with the International Bureau of Public Education in 1952, 1953 and 1954. The recommendations of these conferences were brought to the notice of State Governments for early implementation.

Regional Conference on Free and Compulsory Education in South Asia and the Pacific:

The Government of India, in cooperation with the Government of Bombay, assisted Unesco in organising at Bombay, the Regional Conference on Free and Compulsory Education in South Asia and the Pacific in December, 1952.

The Conference discussed the problem of free and compulsory education in the participating Member States with special reference to the planning of compulsory education schemes taking into consideration the factors hindering or promoting the introduction of compulsory education in the States of the Region and the possibilities of international assistance in this field.

Fundamental & Adult Education:

Unesco's programme in the field of fundamental education is being fully utilized for the development of education in the country.

In cooperation with the Government of India and the State Government of Mysore, Unesco started in 1953 a Centre at Mysore for training of Specialists in Fundamental Education. Fellowships were awarded by Unesco to Indian students and the Government of India also sponsored students for the two training courses organised in this Centre.

Youth:

The Ministry of Education and the Indian National Commission have given encouragement to youth organisations in promoting International Understanding. The Government of India acted as host to the United Nations Seminar on Youth Welfare held in 1952 and the Unesco Seminar on Status of Women in South Asia, in 1953.

International Understanding:

The Government of India have always considered United Nations as the biggest hope for preservation of world peace and have collaborated with Unesco in implementing its programme of popularizing the objectives of the United Nations and its Specialized Agencies. Information about United Nations has been included in school and college courses and the Human Rights Day and the United Nations Day are widely celebrated in educational institutions. At the instance of the Indian National Commission, some Universities have set up Unesco Clubs for popularizing Unesco.

Unesco Project for Travel Grants:

In 1952, Unesco launched a project for award of Travel Grants to Youth leaders, students etc. to enable them to participate in international conferences, seminars and work camps organized by International organisations having consultative status with Unesco.

Gift Coupons Scheme:

The Indian National Commission and the Ministry of Education cooperated with Unesco in its scheme of Unesco Gift Coupons. Some institutions in India have received aid under the scheme.

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Unesco Coupons:

In 1948 Unesco devised the Book Coupons Scheme under which the participating countries in the soft currency areas can purchase publications from hard currency areas by making payments in their own national currency. The Government of India have been participating in this scheme from the very beginning and various institutions and individuals have, upt-to-date, utilised coupons worth $ 2,83,000 for purchase of books and periodicals, $ 3,40,000 for scientific material and $ 30,000 for films. The scheme has been welcomed by educational and scientific institutions and organisations in the country. It has enabled India to obtain much-needed scientific and technical publications, equipment and films from hard currency areas without spending any dollars.

Gandhian Seminar:

One of the important activities of the Indian National Commission, since its inception, has been to focus attention on peaceful methods in solving national and international disputes. The Commission has given serious consideration to this problem in the light of the teachings of Mahatma Gandhi. In 1953, the Government of India and the Commission organized an International Seminar on the Contribution of Gandhian Outlook and Techniques to the Solution of Tensions between and among Nations. This Seminar was a unique gathering of leaders of thought both from the East and the West. The Seminar examined the problems of applying Gandhian Outlook and Techniques to the solution of national and international Tensions. A report based on the recommendations of the Seminar was submitted to the Second Extraordinary Session of the General Conference of Unesco in 1953, and the Conference adopted a resolution on the subject. It is hoped that the recommendations of the Seminar will be incorporated in the programme of Unesco, in coming years.

Project for Research on Social Tensions.

The Indian National Commission continued its Project on Social Tensions in India and grants were given to 13 Research teams engaged in Research on various group tensions- religious, provincial, linguistic, economic and racial. The Research teams have conducted research in various aspects of social tensions such as Communal Tensions, Caste Tensions, Linguistic Tensions etc. Emphasis has now been laid on the study of impact of policies and measures of Government and other agencies on different groups and communities, and also study in propoer perspective and in wider context, the attitudes of different classes, communities and political and other groups. Some of the Research teams have submitted their reports on their work to the Indian National Commission and the question of utilising the results of research work will be taken up when final reports are received from all research teams. It has now been decided to conduct further research in this line through Universities.

SCIENCE

The Government of India, have, since the very beginning, been closely associated with UNESCO's Programme on Arid Zone. A member from India sits on the Unesco Advisory Committee on Arid Zone which advises and recommends to the Organization, programmes relating to the development of Arid Zone. The Government of India have been supplying to Unesco, information about the research on scientific and technical problems concerning the Arid Zone. Experts were nominated by the Government on Unesco panels of Experts in the various fields of Arid Zone, such as Arid Zone Hydrology and Hydrogeology, Arid Zone Biology and Arid Zone Climatology. The Jaswant College, Jodhpur is included in the Unesco System of Associated Projects. On the recommendations of the National Commission, financial assistance for the continuance of research connected with Arid Zone problems has been received from Unesco by some research teams working in India.

The Government of India have also collaborated with the Organization in organizing the Unesco Science Exhibition on Arid Zone in connection with wich necessary literature, photographs etc. dealing with this problem in India were sent to the Organization. A Regional Symposium on Wind and Solar Energy in the Arid Zone in South Asia was held in New Delhi from 22nd to 28th October, 1954. The Symposium was organized on behalf of the Government of India by the National Institute of Sciences in cooperation with Unesco. Delegates from various Asian countries participated. The Symposium was preceded by the 8th Session of the Advisory Committee of the Unesco Arid Zone Research from the 19th to 21st October, 1954.

The Government of India and the I.N.C. have also collaborated with Unesco for organizing Science Exhibitions in the Country. One such exhibition: 'Our Senses and the Knowledge of the World' is at present being shown in the country.

CULTURE

In the field of cultural activities, an important project in which the Government of India and the Indian National Commission have been deeply interested is the Translation of Classics. The Commission appointed a Committee for this purpose at an early stage. During 1953, it was decided to participate in the Unesco project for Translation of Indian Classics into European languages. Necessary funds for the project have been provided by the Government and the preliminaries for the work on this project have been completed. The Indian National Commission has recommended certain Indian classics for translation into English and French in cooperation with Unesco. The Indian National Commission are also exploring a scheme of biliteral translations of classics in cooperation with Asian and African National Commissions.

The Government of India and the Indian National Commission have welcomed Unesco's efforts in building up art exhibitions. Unesco brought out an album of Ajanta Paintings as the first volume of Unesco Reproductions on World Art. The Unesco Exhibitions on 'Colour Reproduction' 'Education and Peace', 'Reproductions of the Drawings of Leonardo-da-Vinci' were received from Unesco and circulated all over the country. The Government have purchased one set of Reproductions of Drawings of Leonardo-da-Vinci. The Commission has also received Unesco Exhibitions on 'Man Against Jungle', and 'Horizons of the Cinema'. The question of their circulation is under the consideration of the Commission.

Liaison with National Commissions of Other Member States.

The Indian National Commission has made special efforts to establish cultural links with some of the neighbouring countries and in this connection, special mention may be made of the art material from India which was supplied to the National Commissions of Italy, Ceylon and Japan for their Exhibitions.

In response to a request received from the Indonesian National Commission for Unesco, the Indian National Commission supplied educational text and other books in connection with the Exhibition of Foreign text books in English organized by the Indonesian Ministry of Education and the Indonesian National Commission for Unesco at Djakarta in November, 1954.

The Indian National Commission received 135 radio sets as a donation from the Norwegian U.N.A.C.Committee for implementation of Government of India's campaign regarding social education.

First Conference of the Indian National Commission for Unesco.

In 1954, the First Conference of the Permanent Indian National Commission for Unesco was convened. The Indian National Commission has all along felt that the programme of Unesco needs to be reorientated towards the needs and aspirations of the under-developed areas. It was, therefore, decided that Fraternal Delegates from Asian countries should be invited to this Conference. The response to the Commission's invitation was highly encouraging and 10 delegations and one Observer participated in this Conference. The Conference adopted important resolutions and recommendations for reorientation of Unesco's programme The Conference, was, in a sense, the first Regional Conference of National Commissions of Unesco. Among the important resolutions adopted at the Conference, mention may be made of the resolutions relating to the Peaceful Utilization of Atomic Energy, Contribution of Gandhian Ideas to the solution of Tensions, Need for dissemination of Asian and African culture and the Peaceful Co-existence of different ideologies and systems. The proceedings of the Conference have since been published. The recommendations of the Conference are being implemented by the Commission and our Delegation to the 8th General Conference of Unesco has been advised to press for inclusion of the main recommendations of the Conference in the Programme of Unesco for 1955-56.

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Appendix A(O)

Memorandum

Central Advisory Board of Education in India.

Item No. III(O) of the agenda.

Twenty Second meeting
New Delhi 12th to 14th January 1954.

Subject :- Report on the work of the Archaeological Department.

PUBLICATIONS.

(a) Ancient India No. 7 has been published, No. 8 is in the press and material for No. 9 is being made press ready.

(b) The Guide Book to Khajuraho by Messrs. S.C. Chandra and B.L. Dhama and Guide to Rajgir (Revised Edition) by Mr. A. Ghosh have been published. A Guide Book to Agra Fort is in the press. The following Guide Books are being revised for reprinting :

1. Guide to Fatehpur Sikri.
2. Guide to Nalanda.
3. Guide to Mahabalipuram
4. Guide to Sanchi

(c) Archaeological Memoirs: Memoir No. 71, Nagarjunakonda by Mr. T.N. Ramachandran has been published. Memoir No. 72 Sanskrit Literature and Archaeology Mirrors of Indian Culture by C. Sivaramurti is ready for the press.

(d) Epigraphical publications : The antiquities of Chamba State Part II by Dr. B.Ch. Chhabra, is in the press. Epigraphia Indica, Volume XXVII, Part 7 and 8, volume XXVIII, Parts, 1,3,4, 5 have been published. Corpus Inscriptionum Indicarum, Kalachuri Inscriptions, by Prof. V.V. Mirashi is in the press.

Annual report on Indian Epigraphy for 1946-47 has been published. Annual reports on South Indian Inscriptions, Volume XI, Part 2 and Volume XIII have been published. Several sets of Picture Post Cards of outstanding monuments have already been published and more sets are being made press ready.

CONSERVATION OF ANCIENT MONUMENTS.

Two new circles have been created and the boundaries of the existing 7 circles have been readjusted. With this expansion and readjustment of the circles it has been possible to terminate the agency arrangements that had been in existence in Part 'B' States, Govts. of Rajasthan, Mysore Travancore and Cochin, Pepsu, Hyderabad and Madhya Bharat. Thus all the Monuments of national importance in Parts 'A','B' and 'C' States are now looked after and conserved by this Department. Several outstanding works of special repairs had been and are being carried out in all the 9 circles.

The Archaeological Chemist in India and the Assistant Archaeological Chemist in India are also engaged in carrying out important chemical works of preservation of ancient monuments, e.g. the preservation of wall paintings in Tambekarwada, District Baroda, Fatehpur Sikri, Khajuraho, Konar Bhubaneswar, Tanjore. Ajanta, Ellora, etc.

EXPLORATION AND EXCAVATION WORK

The Exploration Branch of this Department continued its programme of the systematic exploration of the dried up river basins in the northern part of Bikaner. The Branch is at present carrying out exploration at a site known as Jagatgram near Kalsi in Dehra Dun District (U.P.).

The Excavations Branch of the Department is at present carrying out excavations at Rupar, District Ambala (Punjab). The remains of Harappa Culture have been found here.

The site at Nagarjunakonda is in danger of being submerged by the Nandikonda Project. Before this happens, however, it has been decided to carry out extensive excavations at this site and to implement this the minimum temporary staff, both gazetted and non-Gazetted has recently been sanctioned. It is hoped that site will be thoroughly explored before it is submerged by the Project.

MUSEUMS.

The galleries of the Central Antiquities Museum have been reorganised. The Central Archaeological Museums at Sarnath, Delhi Fort, Nalanda, Nagarjunakonda and Fort St. George have made steady progress by imparting education to the ever increasing number of visitors, students and scholars.

The site museums at Kondapur and Maski are also being brought upto the level of other Departmental site museums. Steps have also been taken to start a local museum at Hampi, District Bellary.

Gardens

The Archaeological Gardens at Agra which formed part of the protected monuments but which were being looked after by the State Government so far, have now been taken over by the Government of India from the U.P. Government with effect from 1st August, 1954, A special reservoir will be built near the gardens to increase the water supply to the gardens and the Central Water and Power Commission has already taken the work in hand.

The Garden Section of the Department has been devoting special attention to the gardens at Red Fort, Safdarjung, Kotla Ferozeshah, Lodhi Tomb and the nursery at the Central Asian Antiquities Museum.

Appendix A(P)

Memorandum

Central Advisory Board of Education in India.

Item No. III(P) of the Agenda

Twenty Second Meeting
New Delhi 12th to 14th January
1954

Subject :- Report on the work of the Department of Anthropology.

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Anthropological survey was undertaken among the hill tribes of Travancore & Cochin like the Muthuvan, Mannan, Ulladan, Mala-aryan, Vethuvan, Malapantaram etc. Apart from the collection of somatometric data, the field investigators were also able to collect data on blood groups, secretor factors and tasting ability of the different tribes.

Systematic survey was carried out among the Abor tribes of the N.E.F.A. region and data on Abor life and culture were collected.

Anthropological survey was carried out among certain tribes of Tripura State.

Data on Social Anthropology were collected among the Khasi of Assam and the Oraon of Bihar.

Several prehistoric human and animal remains which had been excavated from Harappa, Mohenjodaro, Sanur, Maski, etc. were chemically treated and reconstructed. Earth from inside the skulls and long bones were taken out in order to protect them from the action of saltpetre. A good deal of progress has been made in this respect.

Several original papers on different branches of Anthropology, particularly on somatometry, serology and cultural anthropology were published in different scientific journals. A number of original papers were read before the Indian Science Congress at Hyderabad.

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Biological, cultural, somatometrical and serological data collected from amongst the various aboriginal tribes were analysed in the laboratories.

Chemical analysis of cereals which are consumed by the Muthuvan of Travancore & Cochin State, some vegetables which are consumed by certain tribes of Tripura and some samples of millet collected from the North-East Frontier Agency area were analysed. The alcohol content of beer used by the Nokte Naga, North-East Frontier Agency, was determined.

Notes on Abor dialects and on Assamese scripts were prepared.

The preparation of Hindi, Bengali, Urdu and Tamil equivalents for technical terms in Anthropology is in progress.

To study the growth and maturity of Indian children, systematic investigation was carried on at Barisha, 24 Parganas West Bengal.

The trainees of the Department received intensive training in theoretical as well as practical work in various branches of Anthropology.

Films on tribal life and records on tribal music and languages have also been prepared.

Several new scientific books and periodicals were added to the library, and the preparation of a subject catalogue to periodicals is being carried on.

The second Bulletin of the Department is under publication.

ANDAMAN SUB-STATION.

Visits were paid to the Little Andaman Island, and valuable data gathered from the Onge on their customs, habits and mode of life.

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Appendix A(q).

Memorandum.

Central Advisory Board of Education in India.

Item No. III(q) of the Agenda

Twenty Second Meeting
12th to 14th January, 1954
New Delhi.

Subject :- Report on the work of National Archives of India.

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The main activities of the Department are explained as follows :-

RECORDS ADMINISTRATION:

The Primary function of this Department is the accessioning, listing, arrangement of the records of the various Ministries and the Departments of the Government of India so as to preserve them for future use both administrative and historical research.

During the year under review the Records Administration Division of the National Archives of India continued its programme of concentrating in its muniment rooms the records of some of the defunct Residencies and Political Agencies which are still lying in the Offices of the Regional Commissioners and other local authorities. During the year under review 1,568 bundles of records belonging to various Residencies and Political Agencies were received in this Department.

507 bundles and 36 volumes were also received from the various Ministries of the Government of India as well as their attached and subordinate offices.

Under the programme of acquisition of historical manuscripts by purchase or gift, several interesting manuscripts were acquired. The most important among these is a collection of papers of Lord Macarthey, Governor of Madras (1781-85).

Under the programme of the acquisition of microfilm copies of records of Indian interest from abroad the

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Department acquired during the current year as many as 136 microfilm reels of which 86 reels were received from the Algemeen Rijksarchief, The Hague, 39 reels from the British Museum, London, and 5 reels from the Bibliotheque Nationale, Paris. These reels cover nearly 1,08,800 manuscript pages of records.

The organizational changes of various Departments, both of the pre-and post-Mutiny period, were studied and materials were collected for inclusion in the proposed "Summary Guide" to records.

During the year, check-lists of 60,257 files of the various Departments in the custody of the National Archives of India were prepared. Work of reconstruction of disrupted archival series was continued and about 23,480 files were reclaimed and put in their proper place.

PRESERVATION OF RECORDS:

The Department is taking every possible care for the preservation and maintenance of the records which are placed at its disposal. The records in the stack areas of the Department are regularly air-conditioned. The Department has also installed a mechanically operated Fumigation Chamber where the records on their arrival in the Department are treated so as to destroy all fungies and other insects before they are placed over the stacks. The brittle and worn out records are regularly repaired and where necessary the old and brittle records are laminated in order to increase their durability. The Department has a separate section where experiments are continuously made for finding out new and effective methods for the proper preservation of records under the usual tropical conditions as we have in India. Experiments are also being carried out to see the durability of various types of papers to be used for writing purposes, inks and other such materials.

MICROFILMING OF RECORDS:-

The Photo-Duplication Section of the National Archives of India is mainly engaged with the microfilming of records in the custody of the Department in order to ensure the safety of records from damage or loss and to alleviate as far as possible the handling of the originals by research workers. The Department also handles the work of microfilming of records on payment on behalf of the outside agencies.

TRAINING IN ARCHIVES- KEEPING.

The National Archives of India provides facilities for free training to a limited number of students in scientific methods of Archives-Keeping. For this purpose this Department has introduced two courses of training viz., (i) A One Year's Diploma Course, and (ii) A Three Months' Short Training Course. The candidates for the Diploma Course should preferably be M.A. in Modern Indian History or History Honours Graduates with Modern Indian History as one of their special papers. Preference is given to candidates deputed by State Governments, Universities, Learned Institutions, etc. Written tests are held after the completion of the One Year's Course, and successful candidates are awarded Diplomas by the Government of India. The Diploma Course is based on a wide and up-to-date syllabus relating to all aspects of Records Administration and preservation. The Diploma Examination Papers are set and assessed by a Board of Examiners comprising the Director of Archives, Government of India(Chairman) and two State Directors. Two stipends amounting to Rs. 125/- each are awarded to the most deserving candidates for the One Year's Course on the basis of a written test.

The Three Months' Short Course is confined to the employees of the Central and State Governments for whom the minimum qualification is Matriculation. Certificates are issued to these trainees after completion of the course.

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Lectures in theory and practice of Archives-Keeping are delivered according to a regular time table lasting from 10 A.M. to 5 P.M., with a recess of half an hour from 1 P.M. to 1.30 P.M. This time-table applies to both the courses. The mornings are devoted to practical work on the preservation side; while the afternoons are devoted to the theory and practice of records administration. This training also includes seminars during which the trainees exchange views with the officers of this Department on matters relating to their studies.

PUBLICATION PROGRAMME:

The National Archives of India has undertaken a publication programme recommended to it by the Indian Historical Records Commission at its Mysore Session in January 1942 and later approved by the Government of India. The programme embraces three schemes.

Scheme I - envisages printing of the General Letters to and from the Court of Directors from 1748 to 1800 in 21 volumes. The series is entitled Fort William - India House Correspondence and the volumes are being edited by Honorary Editors appointed by the Government of India. Out of these volumes, Vol. V(1767-69) edited by Dr. N.K. Sinha was published in 1949. Volumes I, II and XVII are in the press, Volumes IV, VI, IX and XIII will be sent to the press shortly. Volumes III, VII, XVI and XVIII have also been received from the Honorary Editors and are at present under Departmental scrutiny.

Scheme II - which is to be edited exclusively by the Director of Archives with the help of his staff comprises publication of (1) The Indian Travels of Thevenot and Careri; (2) Major Browne's Correspondence with Warren Hastings and (2) [redacted] John Shore's Minutes. Of these the first was published in 1949 and Browne's Correspondence is ready for the press.

Scheme III - envisages publication of (a) Records in Oriental Languages and (b) Selections from Records in collaboration with outside agencies. Under item (a) of the

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scheme, Prachin Bangla Patra Sankalan and Sanskrit Documents were published by the Calcutta University and the Ganganath Jha Research Institute in 1942 and 1951 respectively. The volume of Marathi Letters, which has been undertaken by the Bharata Itihasa Samshodhaka Mandal, Poona, is in the press. Under item (b) Selections from Orme Manuscripts and Punjab Akhbars were published by the Annamalai University and the Sikh Historical Society, Amritsar respectively in 1952. The Elphinstone Correspondence which is being published by the Nagpur University Historical Society, is in the press. Work in connection with the other volumes is in various stages of progress.

Besides the above, the Department has undertaken the programme of compiling indexes of the Foreign and Political Department records for 1756-80. The above volumes are almost ready for the press. The compilation of the indexes of records from 1781 will be taken up early next year. In addition to this, the Department is compiling Calendars of Persian Correspondence and volumes VIII and IX of the Calendars of Persian Correspondence covering the persian records for the years 1788-89 and 1790-91 have already been printed, while Volume X for the years 1792-93 is ready for the press.

RESEARCH SECTION.

The main functions of the Research Section of the National Archives of India are :(1) to find out information from records on behalf of the Government of India and the State Governments as and when such cases are referred to the Department (2) to deal with private search cases on payment of usual search fee and (3) to help the research scholars who come to consult records at the National Archives of India. Besides this, the Department scrutinized 16, 178 pages of excerpts taken from records by the research scholars and of these 8,032 pages were released. The remaining pages of excerpts are being scrutinized by the respective Ministries of the Government of India, as required under the Historical Research Rules of the Government of India.

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In order to further help the cause of historical research the Government of India have been pleased to sanction in December 1953 the scheme of granting every year six fellowships of Rs. 150/- per month to the post graduate research students of such of the Indian Universities who agree to abide by the terms of the scheme and to promote research in Modern Indian History. The scheme has been put into operation in the current year. Out of the six scholars selected in this connection by the Government of India, five have already joined the Department and started their work.

PRESERVATION OF MAPS AND CARTOGRAPHIC RECORDS:

A separate Map Section was opened in the National Archives of India with effect from the 26th October 1953 with a view to preserve the maps and other cartographic records of the Government of India to organize a proper reference service by getting them listed. Out of 1,500 printed maps in the custody of this Department, 972 maps have already been accessioned. A valuable collection of about 10,000 Survey of India maps of the Historical Series were transferred to this Department in February 1954 for better preservation. These maps are being checked with their transfer lists and those in the advanced stages of decay are being renovated. It is proposed to accept a further lot of about 22,000 Survey of India maps of the Miscellaneous Series early next year. It will be the endeavour of this Department to emphasise the value of investigations into the background of these cartographic records from the relevant Survey reports and from allied record groups.

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EXHIBITION OF RECORDS:

An Exhibition Section with a whole-time Officer in Charge has been opened in the National Archives of India from November 1953 as a permanent feature of the Department. The main purpose is to impress upon the general public as well as the students of history about the utility of maintaining and preserving records as source materials of Indian history. With this purpose in view selected documents of all India and topical interest have been displayed in a number of show cases. The Exhibition Section has also undertaken the publication of a number of pamphlets under two different series viz., "Source Material" Series and "Our Neighbours" Series. The former are based on English records, while the latter are based on Persian, Arabic and Urdu records in the custody of the Department.

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Appendix A(r)

Memorandum

Central Advisory Board of Education in India.

Item No. III(r) of the Agenda

Twenty Second Meeting
New Delhi, 12th to 14th January 1954.

Subject :- Report on the work of National Library, Calcutta.

ACQUISITIONS

This year is memorable in the history of the acquisitions of this Library. The Government of India issued during this period a circular to all State Governments (excepting Jammu and Kashmir) directing them to demand from all printers one extra copy of each book printed or lithographed in India to be delivered to this Library. Thus this Library will, hereafter, be a repository of a copy of every book printed in India.

USE OF THE LIBRARY:

In response to the public demand, the working hours of the Reading Rooms and the Lending Section were extended and both the Reading Rooms and the Lending Section were kept open on Sundays and certain other holidays with effect from the 16th of August. The Library will henceforth remain closed only for three days in a year (Republic Day, Mahatma Gandhi's Birthday and Independence Day).

The Library continued to maintain the Reading Room as Esplanade during the year.

ADMINISTRATION & FINANCE.

The Governing Council was reconstituted during the year and the number of members of the Council was increased from nine to twelve. The increase in the membership of the Governing Council bringing in the Central Universities and allowing for the inclusion of national interests such as are thought necessary by the Government of India makes it broad based.

With effect from the first of July the control of the Belvedere Estate was transferred to the Ministry of

Work, Housing and Supply.

The security arrangements of the Library were taken over directly by the Library by appointing its own Chowkidars who replaced the old Police force that used to guard the various entrance gates of the Estate.

The Library accorded a reception to Dr. Luther H. Evans, the Director General of Unesco and his party on the 13th January. The reception was attended by the Representatives of leading educational, scientific and cultural institutions of the City. On that occasion a Book Exhibition was arranged. Also as a memento of their visit the Librarian published a small pamphlet on the 'Early Printing in India'.

On the 12th November, the High Commissioner for the U.K. in India, His Excellency Sir Alexander Clutterbuck on behalf of the British Council, presented to the National Library, some modern British books on Surgery and Medicine worth about £ 100 when the leading medical practitioners and heads of medical institutions in the town were invited to a small function organised for the occasion.

The following Delegations also visited the Library.

1. Unesco delegation.
2. Afghan Cultural delegation.
3. Parliamentary delegation from Ceylon.

Some of the Speakers of the various State Legislative Assemblies and Council who came to Calcutta to attend the Speaker's Conference in January also visited the Library.

As in the past the Library offered facilities fo holding the 16th Summer Training Course in Librarianship conducted by the Bengal Library Association.

The Library participated in the Library Exhibition held on the occasion of the 10th All India

...3.

Library Conference at the Osmania University, Hyderabad. Among the exhibits from the Library were some rare books, documents, periodicals and photographs of Library architecture and activities from many parts of the world.

The Library participated in another Book Exhibition at Jullunder in February, 1954, where a Book Festival and Library Seminar were organised under the auspices of the Punjab Book Festival Committee. The Librarian inaugurated the Seminar. This occasion was taken advantage of to publicise the resources of this Library and the service it offers.

Besides the many short bibliographies prepared in the Bibliography Section in response to requests from readers, the Library published a Bibliography of selected books on Adult Education on the occasion of the All India Adult Education Conference held at Calcutta in December. Similarly on the occasion of the cisit of Dr. Luther Evans the Director General of Unesco a brief note on Early Printing in India with a select bibliography was also published.

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MEMORANDUM

Appendix X(E)

CENTRAL ADVISORY BOARD OF EDUCATION IN INDIA

Item No.III(s) of Agenda.

Twenty-second Meeting, New Delhi
12th to 14th January, 1955.

To receive a report on the work done in connection with the preparation of Scientific Terminology in Hindi and propagation and development of Hindi.

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The Central Advisory Board of Education at its 20th meeting held on 9th and 10th November, 1953, received a report on the work done in connection with the preparation of Scientific Terminology in Hindi and propagation and development of Hindi, vide item VII of the agenda of that meeting and the Board noted the progress made by the Ministry of Education. Since then the following further progress has been made in this direction:-

I Scientific Terminology in Hindi

At present 18 Expert Committees on various science subjects viz., Mathematics, Agriculture, Physics, Botany, Geology, Zoology, Medicines, Social Sciences, Chemistry, Defence Services, Posts & Telegraphs, External Affairs, Transport, Railways, Finance, Engineering, Economics and Romanisation are functioning under the Board of Scientific Terminology. Provisional lists of Technical terms in Hindi for Secondary Schools relating to Physics, Chemistry, Mathematics, Botany and Social Sciences were printed and circulated to State Governments, Universities, National Scientific Institutions, learned individuals, etc., and the comments received from them were considered by the Board of Scientific Terminology at its fourth meeting held on 26th February, 1954. The above sentences showing the use of certain terms were finalised and have been recently approved by the Cabinet. It is now proposed to print these lists and put them on sale. The work of preparing technical terms in Hindi in other subjects is in hand. It has been decided to publish text-books in Hindi on science subjects and popular books (such as 'Mathematics for the Million' and

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'Science for the Citizen') as and when the terms in the subjects are finalised.

II Propagation of Hindi.

A sum of Rs. 50,000/- was sanctioned during 1953-54 to the Akhil Bhartiya Hindi Parishad, Agra for implementing the scheme for the propagation of Hindi in the Eastern States of the country. The amount has been paid to the Parishad in two instalments of Rs. 25,000/- each during 1953-54 and 1954-55.

2. A sum of Rs. 60,000/- was sanctioned during 1953-54 to the Hindustani Culture Society, Allahabad for preparing a Standard English-Hindi dictionary on the lines of the Concise Oxford Dictionary of current English. Out of this a sum of Rs. 30,000/- has already been paid to the Society, and sanction is being issued to pay another instalment of Rs. 15,000/-

3. An ad hoc grant of Rs. 6,000/- was paid to the Sansadeeya Hindi Parishad for promotion of Hindi during the year 1953-54.

4. A sum of Rs. 1,25,000/- has been sanctioned during 1954-55 for the Nagari Pracharini Sabha for bringing out a revised edition of the Standard Hindi Dictionary (Shabd Kosh) and publishing cheap editions of the Hindi classics. The grant is to be paid in 5 yearly instalments of Rs.25,000/- each, of which the first instalment has already been paid to the Sabha.

5. A sum of Rs. 15,000/- has been paid during 1954-55 to the Sahityakar Sansad, Allahabad, for helping meritorious authors in indigent circumstances.

6. An ad hoc grant of Rs. 2,500/- has been paid during 1954-55 to the Hindi Bhawan, New Delhi.

7. A grant of Rs. 30,000/- has been sanctioned during 1954-55 for the Dakshin Bharat Hindi Prachar Sabha for implementation of the three approved items of the scheme viz. (i) Award of prizes for proficiency to School and College going

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pupils, (ii) Supply of books to the Libraries of local associations and (iii) Establishing a good Central Library at Madras, for the propagation of Hindi in the South which was approved generally by the Hindi Shiksha Samiti at its 4th meeting held on 19th February, 1954. The amount is to be paid in three equal instalments out of which the first instalment of Rs. 10.000/- has already been paid.

8. A sum of Rs. 42,000/- has been sanctioned for the Hindi Prachar Sabha, Hyderabad, for the preparation of Hindi/Urdu and Urdu-Hindi dictionaries and histories of Telugu, Marathi, Kannada and Urdu literatures in Hindi, out of which first instalment of Rs, 10,500/- has been paid.

9. In connection with the scheme for awarding prizes for the best Hindi books in original as well as translations into Hindi and Hindi books in children's literature announced in September, 1952, the results of the competetion have been announced and a sum of Rs. 24,000/- is being given as prizes to authors of the selected books. The scheme is being continued next year and it is proposed to announce prizes worth Rs. 31,000/- under the scheme.

10. A Basic Hindi Grammar committee has been set up, the convener of which has been entrusted with the work of preparing a draft Hindi Grammar. The manuscript, is expected to be received by 31.12.1954 and will be placed before the committee for consideration and approval.

11. A committee has been set up to consider the standards of Hindi examinations conducted by various organisations in the country and the question of their recognition. A preliminary meeting of this committee was held on the 30th and 31st March 1954. The committee at this meeting prescribed a questionnaire to be circulated to, and filled in by the Hindi organisations concerned. The information has been received from all the organisations and is being tabulated for being placed before a sub-committee set up for this purpose.

12. A scheme for preparing a dictionary of words common to Hindi and other regional languages was approved for implementation during 1953-54. The work of collecting common words from eleven selected regional languages has since been completed and these words are now being transliterated into Hindi. Thereafter the lists will be released for printing.

13. It has been decided to arrange an exhibition of Hindi books and Charts etc. in Delhi. In this connection a Committee has been set up to formulate a concrete scheme for the purpose. The exhibition, if successful will also be sent to other important places in India.

14. The Hindi classes for teaching Hindi to the non-Hindi knowing Central Government employees in Delhi are at present conducted at 8 centres in different localities. In the Hindi Prabodh Examination held in March 1954 3[illegible]1 candidates appeared of whom 356 were successful. About 320 students have appeared at the third Hindi Prabodh Examination held in November, 1954. The next session of Hindi classes will commence from 1st December, 1954.

15. The Hindi Library which has been set up in the Hindi Section has now a collection of about 4,000 books and subscribes to nearly 47 periodicals.

16. The following grants have been given to the State Governments so far during the year 1954-55 as Central Government's contribution towards their approved schemes for promotion of Hindi under the Five Year Plan:-

(1) Assam	Rs. 13,992/-
(2) Bihar	Rs. 47,520/-
(3) Bombay	Rs. 56,562/-
(4) Coorg	Rs. 2,244/-
(5) Orissa	Rs. 17,049/-
(6) Madras	Rs. 2,138/-
(7) Travancore-Cochin	Rs. 88,440/-
(8) Saurashtra	Rs. 21,450/-
(9) West Bengal	Rs. 14,600/-
(10) Mysore	Rs. 7,645/-
TOTAL	Rs.2,71,640/-

MEMORANDUM

APPENDIX A(t)

CENTRAL ADVISORY BOARD OF EDUCATION IN INDIA.

ITEM NO: III(t) OF AGENDA

Twentysecond meeting, New Delhi,
12th to 14th January, 1955.

SUBJECT: Report on the activities in the field of
Youth Welfare.

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The extent to which a country provides service for its Youth is a measure of its concern for the future. The youth are the most valuable assets of a community and it is evident that their proper nurture is a sacred obligation. Countries which are proud of their traditions and are confident about their future, therefore spare no pains to provide services of every type for their youth. With the attainment of independence, among other problems, the problem of youth also has come to the fore and the popular Government in India has started paying increasing attention to the services of her youth. A Youth Welfare Section was set up in the Union Ministry of Education and a programme of work was drawn up and circulated to all the Vice-Chancellors of Indian universities and Education Secretaries of the State Governments early in December, 1953 for implementation. The main attention in the programme was paid to leisure time activities of the youth, as it was felt that healthy utilisation of leisure time would go a long way in moulding the way of life and the outlook of the youth.

The Programme.

During 1953-54, an allocation of Rs. 5 lakhs was made from the Development funds of the Ministry for Youth Welfare work. An amount to the extent of Rs. 3.2 lakhs was sanctioned to 10 universities for the construction of 17 open-air theatres and 14 swimming pools in and around the educational institutions campus. The rest was utilised in assisting the sports organisations and Physical Education Institutions.

In 1954-55, a more generous allocation has been made and funds to the extent of Rs. 11.5 lakhs have been made available for promoting Youth Welfare and Physical Education in the country. Besides, Rs.30 lakhs has been allocated from the total provision of Rs. 1 crore in the First Five Year Plan for encouraging manual labour among the youth. Therefore there is a total provision of Rs. 41.5 lakhs at the disposal of th Youth Welfare Section.

1) Rs. 11.5 lakhs for promoting Youth Welfare, including sports an physical education,

2) Rs. 7.5 lakhs for campus work i.e. for the construction of swimming pools, open-air-theatres etc.

3) Rs. 22.5 lakhs for Labour Service camps.

SPORTS ORGANISATIONS

The Government have given liberal grants to the Indian Olympic Association and other Sports Organisations to enable Indian teams to participate in international competitions and to invite foreign teams to India. This policy in future will be guided under the expert supervision and care of the recently set up All India Council of Sports. The setting up of this council was suggested in the conference of the Presidents of the Sports Organisations in India held on the 14th August, 1954 which was presided by the Minister for Education. The first meeting of the Council was inaugurated by the Minister for Education and held under the Chairmanship of Shri Naval H. Tata. In this meeting a Standing Committee consisting of 7 members was appointed which would serve as the executive body of the Council.

YOUTH FESTIVAL.

In the field of Youth Welfare, Ministry of Education has started several activities. One of the most outstanding of which was organisation of Inter-University Youth Festival held in New Delhi. in November, 1954. This was the first festival of its kind in the country and all the universities were requested to send their delegates to participate in the various competitions of the Festival. Twenty-six universities, out of 31, responded and a total number of 781 competitors took part in this venture. The items of competitio for the Festival were : Arts & Crafts, Drama, Classical Dance Instrumental Music, Vocal Classical Music, Hindi Elocution and Folk Dance. The standard of performance in these items was commende by all who witnessed the shows and it displayed the keen interest evinced by students in this new feature.

YOUTH LEADERSHIP TRAINING CAMPS.

In order to bridge the gulf existing between students and teachers and help the teachers to take their natural place as leaders of the students, three Youth Leadership Training Camps have been organised by the Ministry of Education. In these camps, selected members of staff from various affiliated or constituent colleges of the universities in an area are deputed for the training. So far the following universities have been served by these camps:

LOCATION	UNIVERSITY
1. Srinagar	Punjab.
2. Mahableshwar	Bombay Baroda. Poona Karnatak Gujarat
3. Ranikhet.	Banaras. Agra. Aligarh. Allahabad Lucknow.

DRAMATIC CAMP.

A new activity in the interest of young artists was undertaken by the Ministry in June, 1954 when a dramatic camp was organised at Andretta (Kangra Valley) where selected groups of students of the universities of Delhi, Rajputana & Agra received training in dramatics and the technique of stag-craft. The training was also intended to stimulate their aesthetic and critical faculties as related to arts.

YOUTH TOURS AND YOUTH HOSTELS

Tours of places of historic, scenic and cultural interest and to places where big national projects are being undertaken, serve a recognised educational purpose. Hikes to places of scenic beauty and historic importance give the young not only a love for nature and a legitimate pride on the achievements of the country, but also help to build up the body to make it strong. Mountaineering affords thrill and joy to the adventurous youth which at present hardly finds an outlet. For such organised activities the Government gives grants. Youth Hostels are an immediate corollary to any scheme of tours, hikes and mountaineering. They provide cheap facilities for lodging and feeding to the youth while on the march. Not more than 80 youth hostels exist in the country, it is obvious that many more will be required to make tours & hikes practicable and more popular. The Government have a provision for financial assistance to such organisations constructing Youth Hostels, or repairing old deserted buildings which can be used as Youth Hostels.

PHYSICAL EDUCATION AND RECREATION:

Institutions on Physical Education are the backbone on the proper direction and development of which the health of the young depend. As such the Government keeps in close touch with the Physical Education Institutions of the country and especially with the research work, either Western or yogic, conducted by them. In 1953, Central Advisory Board on Physical Education and Recreation set up by the Ministry of Education appointed a sub-committee which has submitted a report on the survey of Physical Education in the country and suggested certain methods of improvement. Their report is being scrutinised. Besides, the Board advises on matters connected with physical fitness, improvement of physical health and promotion of recreational activities. The Government have also evinced much interest in Yogic Centres. Schemes for expansion of research on Yogic system are under the consideration of the Government.

YOUTH WELFARE COMMITTEES.

With a view to giving it a proper shape and to coordinating youth activities in villages, towns and cities, in colleges and universities the Government has suggested to all Vice-Chancellors and State Governments to organise central or state and area youth welfare activities. From the response received so far it appears that the scheme has caught the imagination of quite a few educational authorities and State Governments.

PUBLICATIONS.

The Youth Welfare Section has plans to issue a Youth Journal and other informative booklets. During the current year it has published a booklet on "Work-Camp Management", which has been widely circulated.

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FURTHER PROGRAMMES

The Youth Welfare Work is likely to extend its field of activities and plans are being formulated to ear-mark some funds in order to sanction grants for the establishment of workshops in the universities, colleges and schools.

Survey of Living Conditions of students is another activity which is engaging the attention of the Government. It is proposed that scheme to obtain necessary data from different parts of the country should be launched soon.

In addition, plans are being prepared to attend to Students Health which is a matter of grave concern today. A Pilot Project is already afoot, it is hoped that the Project on "School Health Service" will in a short time be operating in Bhopal in which 10,000 school going children will be covered.

YOUTH CAMPS AND WORK PROJECTS.

Under the items 2 and 3 of the distribution of youth welfare funds, intensive and extensive work is being carried on to encourage manual labour among the youth. In and around their educational institutions, the students render labour service on construction of swimming pools and open-air-theatres. Grants made so far for this purpose are detailed at Annexure 'A'.

In rural areas, the students are encouraged to participate in youth camps and do manual labour on projects of community welfare, like the construction of roads and canals, clearance of slums and ponds, repairing of school buildings and tanks etc, and thus acquaint themselves with the problems of the country-side and have opportunities for healthy and disciplined camp-life. The normal duration of these camps is 3 to 4 weeks each, and the camps are held generally during the vacations. This scheme of Youth Camps came into operation in June, 1954 and upto October, 1954 about 251 Youth Camps have been conducted in the country in which approximately 28,477 youths have taken part. A State-wise break-down of the camps is given at annexure 'B'. The Government subsidize the Youth Camps on the following basis :-

1. For food and incidental expenses @ Rs.2/- per head per day.
2. Transport charges on the basis of 3rd class railway or actual bus fare.

For the efficient organisation and management of Youth Camps the Government have decided to pay grants for holding training camps for Camp Organisers. In these Organisers' Training Camps, the basic grants for food and incidentals are the same in value as that of the students' camps, but transport charges are determined at the rate of Inter Class Railway fare both ways per trainee. Lecturers and Instructors are paid 2nd class railway fare. The Government have set up a committee on Youth Camps and Labour Service to determine all questions of grants and future policy.

This programme is not final and is likely to be revised and elaborated in the light of the experience gained. During 1955-56 a more generous allocation of funds is expected for Youth Welfare activities. Proposals are afoot to introduce new items and schemes for Welfare of the Youth.

Annexure 'A'

STATEMENT SHOWING THE GRANTS SANCTIONED FOR SWIMMING POOLS AND OPEN AIR THEATRES DURING THE YEAR 1954-55.

S. No.	Name of Institution University.	No. of Swimming Pools	No. of Open Air Theatres.	Amount sanctioned
				Rs.
1.	Agra University			
	(a) Meerut College, Meerut.	1	-	15,000/-
	(b) U-S.S.D. College, Kanpur	-	1	7,000/-
2.	Poona University			
	(a) University Campus	1	-	14,250/-
	(b) Rajaram College, Kolhapur	1	1	22,000/-
3.	Nagpur University			
	(a) Vidaibh Mahavidyalaya, Amravati	1	-)	30,000
	(b) S.B.City College, Nagpur	1	-)	
	(c) G.S. College	-	1	7,000
4.	Punjab University			
	(a) D.A.V. College, Jullundur	1	-	15,000/-
5.	Bombay University			
	(a) R.D. & S.H. National College, Bombay	1	-	15,000/-
6.	[illegible].S. University of Baroda			
	(a) University Campus	1	-	15,000/-
7.	Lucknow University			
	(a) University Campus	1	-	15,000/-
8.	Poona University			
	(a) Gogate College, Ratnagiri	-	1	7,000/-
	Total:	9	4	1,62,250/-

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Annexure 'B'

MINISTRY OF EDUCATION
(Section D.7)

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Statement regarding Youth Camps and Labour Service by Students position as on 31st October, 1954

Sl. No.	State	No. of Camps. (a)	No. of Youth participated (b)	Amount sanctioned (c)
				Rs.
1.	Delhi	5	403	36,500/-
2.	Bihar	13	1530	72,960/-
3.	Ajmer	10	1000	42,800/-
4.	U.P	29	8165	1,58,950/-
5.	Himachal Pradesh	11	1654	74,568/-
6.	Punjab	38	3045	1,39,364/-
7.	Rajasthan	5	465	16,652/-
8.	Andhra	13	1597	90,109/-
9.	Hyderabad	11	1096	26,140/-
10.	Bombay	9	560	17,528/-
11.	Assam	3	100	2,790/-
12.	Saurashtra	6	415	17,747/-
13.	West Bengal	50	2600	1,75,000/-
14.	Madras	6	1235	42,920/-
15.	Mysore	40	4525	1,57,850/-
16.	Madhya Pradesh	2	90	5,301/-
	Total:	251	28477	10,77,179/-

Appendix B(1)

MEMORANDUM

Central Advisory Board of Education in India

Item No.IV(1) of Agenda

22nd Meeting - New Delhi
12th - 14th January, 1955

Subject:- To consider reports from Government of India and State Governments regarding the action taken on the recommendations of the Board made at their 20th Meeting.

The recommendations made by the Central Advisory Board of Education at their 20th meeting held in November, 1953, were referred to the State Governments and Universities for such action as was necessary. A summary of replies which have been received so far is given in the statements appended herewith.

(Annexures I and II)

Statement (Annexure III) is also attached showing the action by the Government of India on the recommendations with which they were directly concerned.

Annexure I

Statement showing Action taken by State Governments on Recommendation III (a) para 2, of the proceedings of the 20th Meeting of the Central Advisory Board of Education held at New Delhi in November, 1953.

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Recommendation: While appreciating the idea of introducing merit scholarships in public schools, the Board recommended that Government of India should request the State Governments to introduce similar scholarships, particularly in the public schools situated in their respective areas. In the award of scholarships preference should be given to meritorious students, who come from lower income group.

Name of State	Action taken.
1. Bihar, Patna.	In keeping with the recommendations of C.A.B.E., that Government have already instituted a number of scholarships giving facilities to students of lower income groups, which are tenable at the newly started public school at Netarhat in the District of Palamau. Steps are being taken to affiliate this school with Indian Public Schools Conference.
2. Bombay State, Bombay.	The Government has already instituted three scholarships of the value of Rs. 1000/- per annum each tenable at the Shri Shivaji Preparatory Military School at Poona which is one of the two Public Schools in this State. A suitable machinery has also been devised for the selection of candidates for award of these scholarships. One of these three scholarships is reserved for a suitable candidate belonging to the Backward Classes and the scholarships are open to candidates domiciled in the State of Bombay. These scholarships are considered to be adequate and it is not intended to institute any more sets of scholarships at these schools.
3. Madhya Pradesh, Nagpur.	It will not be possible for them to agree to the proposal.
4. Punjab, Simla.	The question of instituting merit scholarships in Public Schools is being considered.
5. Madras State, Madras.	In their present State of finances they are unable to institute any Merit Scholarships in Public Schools.
6. Uttar Pradesh, Lucknow.	The State Government very much regret that, in present financial stringency, they are not in a position to accept the proposal of the Ministry of Education. They are, however, separately considering the question of giving some scholarships to meritorious students taking admission to classes XI and

		and XII in some schools in the State.
7.	West Bengal, Calcutta.	The matter is receiving attention.
8.	Andhra, Kurnool.	Andhra State has offered 4 scholarships (two tenable at Rishi Valley School, Rishi Valley, Chitoor District and 2 tenable at the Lawrence School, Lovedale). These scholarships are to be confined only to the boys of Andhra State. The terms and value of the scholarships will be the same as under the Government of India Merit Scholarships in Public Schools.
9.	Hyderabad, Deccan.	The question of institution of Merit scholarships in Public Schools is receiving attention, but it may not be possible for the Government to participate in the scheme this year, (Viz) 1954.
10.	Madhya Bharat, Indore.	That so far the question of reservation of some seats for backward classes is concerned, the Forest and Tribal Welfare Department of the Madhya Bharat Government have instituted 10 Scholarships - 5 for Harijan boys and 5 for Adivasi boys - tenable at (i) Scindia School, Fort Gwalior (ii) Daly College, Indore and (iii) Malarshram, Indore for two years in the first instance commencing from the current academic session. The task of selection of the scholars has been entrusted to a Committee formed by the State Government. Increase in the number of scholarships to cover the students of lower income group would not it is regretted, be possible in view of the financial position of the State.
11.	Pepsu, Patiala.	State Government regrets its inability to sponsor the scheme.
12.	Saurashtra, Rajkot.	A scheme is being formulated on the lines suggested.
13.	Travancore & Cochin, Trivandrum.	The State Government are not instituting any free scholarships in Public Schools for the present.
14.	Coorg, Mercara.	In view of the very small number of pupils of this State attending Public Schools outside the State and as there are no Public schools in this State, the Government does not consider it necessary to institute a merit scholarship in any of the Public Schools outside the State.
15.	Himachal Pradesh, Simla.	The financial implications of the scheme are being worked out and should the money on this account be voted by the State legislature the scheme will be put into operation from the next financial year.

16. Andaman & Nicobar Islands, Port Blair.	The State Government have agreed in principle with the recommendation of C.A.B.E. But no scholarships have so far been instituted.
17. Manipur, Imphal.	It is not possible to introduce these scholarships in 1954-55 and the question is being examined for future years.
18. Ajmer.	While the State Government appreciate the idea of instituting such scholarships, they are unable to award any scholarship this year. It is proposed to include provision for one scholarship to be awarded to a student of this State studying in the Mayo College in the Budget Estimates for the next year. (1955-56) and if the proposal is finally accepted, one scholarship may be awarded by the State Government during 1955-56.
19. Bhopal	Merit scholarships have already been instituted.

(No reports have been received from the other States)

ANNEXURE II

Statement showing action taken by State Governments on recommendation No.IV para 2 of the proceedings of 20th Meeting of the Central Advisory Board of Education held in New Delhi in Nov., 1953.

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Recommendation:- The Board recommended that the State Governments should promote hobbies, and establish Scout and Guide organisations Youth Hostels/etc. and stress the importance of athletics and of the N.C.C.

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Ajmer	Hobbies are promoted in schools. Scouts and Guides organisation have been established in educational institutions. Due stress has been laid on N.C.C. & A.C.C., which will further be extended to more High Schools and Colleges.
Bhopal	Provision for Scouting and Sports already exists in the State. N.C.C. is being shortly introduced. Special coaches for games have been provided in the staff of Schools.
Coorg	Clubs have been started in Schools and Colleges. N.C.C. is also organised in High Schools and Government Colleges, Mercara. Due attention is also given to the developments of athletics and games. Recently the Auxiliary Cadet Corps has also been organised in all the High Schools and all pupils of the age of 12 and above are enlisted.
Vindhya Pradesh	Physical training is compulsory in every Government School. Scouting is being organised on provincial basis and Scout Camps are arranged every year in which Scouts and Guide from all over the State participate. There is one Senior Division N.C.C. and 15 units of Junior Division.

ANNEXURE III

Statement showing the action taken by the Government of India on the following recommendations made by the Board at the 20th Meeting held in New Delhi in November, 1953.

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RECOMMENDATIONS	ACTION TAKEN
Item III(a) - The Board recommended that a separate Section dealing with Basic Education should be set up in the Central Ministry of Education.	A separate Section for Basic and Social Education has since been set up in the Ministry of Education.
Item III(b)(ii) - The Board recommended that steps should be taken to construct roads in Scheduled Areas and residential accommodation at State Governments' cost for pupils in Scheduled Areas.	The Ministry of Home Affairs has addressed all State Governments concerned to provide hostel accommodation wherever available for pupils in Scheduled areas at the expense of the State Governments; Central grants under article 275(I) of the Constitution would be available for the purpose. The States concerned are also entitled to grants under Article 275(i) of the Constitution for the development of roads in Scheduled areas etc.
Item III(c) - The Board recommended that (1) Price of publications should be reduced to enable educational Institutions and teachers to purchase them in large quantities. (2) Graduate Teachers under training should be advised to buy the Education Quarterly and other Indian Education Journals, (3) State Governments should be asked to buy publications in bulk and distribute them to educational Institutions under their Central.	(1) The prices of publications of the Ministry issued during the current year/are comparatively much lower than those published in previous years. The prices of some are as follows:- i) Student Discipline } -/4/- each. ii) Handbook of suggestions for Teachers in small rural schools. } -/4/- each. iii) Seven years of Freedom -/8/- iv) Headmasters of Secondary Schools } -/5/- each. Better Teacher Education. } -/5/- each. (2) Efforts have constantly been made to induce Educational Institutions, Universities and Training Colleges to buy "The Education Quarterly". Directors of Public Instruction, Directors of Education and Registrars of Universities have also been requested to bring the Ministry's publications to the notice of educational Institutions in their areas. (3) Director of Publication Instruction have been addressed accordingly. The Directors of Andhra, Bombay, Hyderabad, Jammu & Kashmir and Pepsu place bulk demands for both "The Education Quarterly" and other publications.

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RECOMMENDATIONS	ACTION TAKEN
Item III(e)(f)(g) - The Board recommended (i) that in addition to providing vocational Training for the Handicapped the State Governments should take necessary steps for providing sheltered workshops for their employment. (ii) A Central survey should be made of the Handicapped in the Country so as to devise a more comprehensive and concrete scheme for their rehabilitation.	(i) The recommendation has been forwarded to the State Governments. Replies are awaited. (ii) A sum of Rs.14,000/- has been provided in the Budget for 1955-56 for administering Intelligence Tests to about 2000 school children in Delhi with a view to determining how many of them are so mentally retarded as to need education in special schools. The question of carrying out a more comprehensive survey of the various groups of handicapped persons will be considered by the National Advisory Council for the Education of the Handicapped which is proposed to be established shortly. Meanwhile action is being taken to include in the Second Five Year Plan a scheme for carrying out a comprehensive survey of all the important groups of handicapped persons.
Item III(j) - (i) The Board recommended that the Government of India should consider paying at least a part of their dues to displaced Teachers after making adequate investigation of their claims without waiting to settle this matter with the Government of Pakistan. (ii) The Board recommended that the Universities in the partitioned provinces should be accorded preferential treatment in the matter of grants by the Government of India.	(i) The question was taken up with the Ministry of Rehabilitation who have since extended the benefit of their scheme of interim relief to holders of Post Office Saving Bank Accounts left in Pakistan to indigent displaced Teachers also; the Ministry of Rehabilitation are also considering the extension of similar benefits to other Teachers. (ii) The recommendation has been conveyed to the University Grant Commission who are now responsible for advising on the allocatio of grants to Universities. The Commission have noted the recommendations.
Item VI(a) - The Board recommended that the Government of India should set up an all-India Council of Rural Higher Education to examine the work of the present rural Higher educational Institution in various parts of the Country and to advise on their future development.	The question of setting up of the proposed Council will be taken up after the report of the Rural Higher Committee appointed by this Ministry in collaboration with the Ford Foundation is received and considered by the Government of India.
Item IX & X - The Board recommended that questions relating to the medium of instruction should be tackled by the Universities on an all-India basis and that the transition from English to regional languages or Hindi should be affected in a radual and co-ordinated r so that there may be n the academic	Item IX, X & XI - The recommendations have been brought to the notice of the Universities and State Governments for suitable necessary action.

RECOMMENDATION	ACTION TAKEN
Item XI - The Board recommended that the Universities should take steps for the establishment of Academics and Bureaux for the preparation of suitable text books in all subjects and also for translating books in Hindi from other Indian and foreign languages.	
Item XIV - The Board requested the Ministry of Education to urge the Planning Commission to make more adequate provision for education. particularly for universal, free and compulsory education during the Second Five Year Plan.	The question was discussed at the Conference of State Education Secretaries etc. held in November 1954 and certain priorities and targets were tentatively drawn up for the various stages. The policy to be adopted in the formulation of the Second Five Year Plan is still under discussion.
Item XV - The Board recommended that the Government of India should permit the mother-tongue to be the medium for the competitive examinations for children of 12 or below seeking enterance into schools for the armed Forces.	The matter was referred to the Ministry of Defence, as the matter concerns them; no reply has been received from them.
Item XVII - The Board desired that the Association of Moral and Social Hygiene should prepare a concrete programme of work on the subject of sex education in Teacher Training Colleges and Institutions for examination by the Ministry of Education.	The Association has not so far sent any programme in spite of timely intimation and reminders.

Appendix B(ii)

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MEMORANDUM

Central Advisory Board of Education in India

22nd Meeting - New Delhi
January 12th to 14th, 1955.

Item IV(ii) of Agenda

Subject:- To consider the Report from the Government of India and State Governments on the action taken on the recommendations of the Board at their 21st Meeting.

The recommendations made by the Central Advisory Board of Education were referred to the State Governments and Universities for such action as was necessary. A summary of replies which have been received so far, is given in the statements appended herewith. (Annexure I to III)

A statement (Annexure IV) is also attached showing the action taken by the Government of India on the recommendations with which they are directly concerned.

ANNEXURE I.

Statement showing action taken by State Governments on recommendation V of the Proceedings of the 21st Meeting of the Central Advisory Board of Education held at New Delhi in February, 1954.

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Recommendation:- "The Board approves generally the Report of the Secondary Education Commission with the following specifications and endorses the priorities in the field of Secondary Education listed by the Implementation Committee in their report.

The Board expresses the hope that the Government of India and the State Governments will adjust the Plan for the remaining two years of the present Plan, so as to make an adequate provision for the implementation of some of the urgent reforms in the field of Secondary Education, as recommended by the Implementation Committee and will make suitable provision for the purpose in the Second Five Year Plan. The Board further hopes that the programme for the reconstruction of Secondary Schools as formulated by the Committee, will be treated as the minimum and that it may be possible, for at least some of the States, to accelerate the tempo, as envisaged by the President of the Board in his Inaugural Address".

A & N Islands	The recommendations have been noted.
Andhra	The matter is under consideration of the Government.

Contd.........2.

Assam	The matter is receiving active attention of the State Government.
Coorg	Action is being taken to implement the recommendation.
Himachal Pradesh	The State Government have constituted a State Advisory Board with Pt. Padam Dev, Education Minister, as Chairman to finalise action to be taken on the recommendations of the Committee on Secondary Education Commission.
Madhya Pradesh	The matter is receiving the active consideration of the Government.
Madras	Government have constituted a Committee to examine the question of implementation of the recommendations of the Secondary Education Commission.
Manipur	It is not possible for the Administration to declare unequivocal acceptance of the education pattern set out in part 'A' of the report of the Implementation Committee as education in the State is under the control of the Gauhati University of Assam.
Punjab	It is proposed to set up an Implementation Committee in the Punjab in the near future and the suggestions made by the Central Advisory Board of Education will be placed before it for consideration.
Travancore Cochin	The State has seriously taken up the question of re-organising its Secondary Education. The Government are trying to introduce diversified courses in Secondary classes and Basic Education in Primary classes.
Vindhya Pradesh	Recommendations are under the consideration of the State Government.

(No replies have been received from the remaining States so far.)

ANNEXURE II.

Statement showing the action taken by the State Governments on the recommendation VI of the Central Advisory Board of Education at their 21st meeting held at New Delhi in February, 1954.

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Recommendation:- The Board accepted generally the report of the Committee on the Implementation of the Recommendations of the University Education Commission and resolved that:-

(a) Measures should be taken for the reconstruction of University Senates, Syndicates and Academic Councils generally in terms of the recommendations of the Radhakrishnan's Commission;

(b) It may be left to the discretion of the State Governments to decide whether or not, the Head of the State should be Ex-officio Chancellor of the University/Universities within their jurisdication;

(c) The Vice-Chancellor should be appointed by the Chancellor out of a panel of names selected in accordance with the practice in vogue in Delhi University.

(d) As an interim measure that is before Secondary Schools can be upgraded to provide the extra year schooling with teachers of the necessary Qualification, the first year of the 4-years' Degree Course (two years intermediate and two years B.A.) should be replaced by 1 year's Pre-University

Contd..3.

and 3 years' Degree Course. The Pre-University Course should be designed to improve the Students' general education and to give them such intensive training in English as will help the students to follow lectures in it, so long as it is the medium of instruction in the University.

(e) In teaching work, great emphasis should be placed on the tutorial classes so that the number of hours devoted to tutorial classes is at least the same as that devoted to lectures. A tutorial classes should not include more than 10 students.

(f) The salry grades of teachers should be improved on the lines proposed in the Report.

(g) Government should give interest-free loans for students' hostels and loans on a low rate of interest for teachers' quarters.

(h) Each University should have at least 100 Scholarships to be awarded each year or scholarships equivalent to 1% of the students strength - whichever is greater - for poor but meritorious students.

(i) The Universities should appoint examiners out of a permanent panel, with a fixed duration for the period of examinership, more or less on the lines of the procedure followed in Madras and Baroda Universities.

(j) In order to attract better teachers, steps should be taken to provide suitable facilities for insurance, housing and childrens' education to teachers in universities and colleges.

(k) The Central and State Governments should give grants to Universities in the form of non-lapsable block grants which may be reviewed every five years.

Andhra The State Government, in view of its slender finance is not in a position to consider for the time being the suggestions for the improvement of scales of pay of teachers and other staff employed in the affiliated Colleges.

Himachal Pradesh (a) to (d): The State Government are not concerned as they have no University of their own.

(e) Action is being taken accordingly.

(f) The Scales of teachers in the State correspond to those prevailing in the neighbouring part 'A' State i.e. Punjab.

(j) Facilities as admissible under the Punjab Education Code are being provided to the teacher for the education of their sons. In regard to insurance and housing, the teachers are treated at par with other Government Servants.

Travancore-Cochin The State Government have already appointed a Committe to revise the University Act in the light of the recommendations of the University Education Commission, and other developments in the field of University Education.

ANNEXURE III.

Statement showing the action taken by the State Governments on the recommendation VII of the Central Advisory Board of Education at their 21st meeting held at New Delhi in February, 1954.

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Recommendation:- The Board approved generally the note on Girls' Education in rural areas prepared by the Secretary, Ministry of Education, and drew special attention to the following recommendations

(a) In all rural schools, wherever possible, posts of school-mothers should be created and the school-teachers' wives (or other suitable women, if necessary) should be appointed to these posts on a remuneration of about Rs. 10/- per month.

(b) Wherever possible, rent-free accommodation should be provided for teachers within the school precincts, and the expenditure on this should be treated as part of approved expenditure.

(c) The maximum age of recruitment for women teachers should be raised to 40-45. Special refresher courses should be provided, where necessary, for women who had finished their schooling more than 5 years before their appointment. These short-term courses may be considered as equivalent to regular courses for purposes of service in the schools.

(d) For the next 5 years the educational qualifications essential forwomen teachers may be suitably relaxed at the discretion of the Education Departments concerned, which should also take other suitable steps to attract more women teachers e.g. provision of part-time work, reduced hours of work and suitable adjustment in the time-table of girls' schools/classes so as to enable married women to combine teaching work with household duties.

(e) Girl students, who are willing to take up teaching as a profession after their schooling, should not be charged tuition-fees in classes VII and VIII and should, in addition, be given on as large a scale as possible stipends in the higher classes and during the training courses.

ACTION TAKEN

Andaman & Nicobar Islands. Recommendations have been noted for implementation as far as possible.

Assam (a) Steps are being taken to implement the recommendation where possible.

(b) School Boards have been instructed to provide free quarters to teachers in certain schools with the labour and contribution of villagers.

(c) The recommendation is acceptable.

(d) Relaxation with regard to educational qualification will be made only when women with requisite qualifications are not available.

(e) There is already some provision for stipends for training of women teachers. The State Government consider it more desirable to increase facilities for women teachers' training instead of providing stipends and free studentships to girls who are willing to become teachers after schooling.

Andhra (a) In view of the heavy cost involved in the proposal, the State Government do not propose to pursue the recommendation for the present.

(b) The proposal has already been examined by Elementary Education Committee constituted by the State to reorganise the system of Elementary Education. The recommendations of the Committee for raising the pay of all the elementary school teachers will be examined by the Govt. The question of providing rent free quarters to such teachers will be decided with reference to financial implications.

(c) The age limit is fixed as per existing rules for elementary schools.

(d) The State Elementary Education Committee is of opinion that only Secondary grade trained teachers should be appointed in all elementary schools in future, which is separately under the consideration of the State Government.

(e) There is no dearth of women teachers in the State. Moreover the question of remitting tution fees in Classes VII & VIII does not, arise as, in view of (d) above, higher grade teachers may not be entertained in future.

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Bhopal

(a) Steps will be taken to create such posts in rural schools, as par as possible within the financial resources of the State.

(b) Quarters for teachers are being constructed alongwith the buildings of Primary Schools. The same facilities may be extended, if possible to the teachers of middle schools in rural areas.

(c) & (d) Rules about the age and qualifications for recruitment are being relaxed in suitable cases.

Bombay

(a) Girls schools are staffed by women teachers. It has also been decided to staff the mixed schools, as far as possible, by women teachers. Appointment of school-mothers would be costly and not commensurate with the benefits accruing from the proposal.

(b) As many village schools have yet to be provided with buildings, it would not be possible to provide rent-free accommodation to village school teachers for the present.

(c) Upper age limit for women teachers in primary schools has been raised from 25 to 30 years. No further relaxation is considered desirable due to rapid aging of women in India.

(d) In view of the fact that there is no dearth of women teachers in the State and that it is essential to maintain some minimum standard of education in primary schools, it is not necessary to lower the minimum educational qualifications for women seeking employment as primary teachers.

(e) Primary education upto Standard IV is free. A large number of girls in upper primary standard are also exempted from payment of tuition fees. Stipends or duty pays are also being paid to men and women teachers deputed for training to Primary Training Colleges. No further concessions are considered necessary for women.

Coorg

(a) The question is under examination.

(b) Accommodation is being provided to school teachers as far as possible. But free accommodation is not necessary as the scale of pay of the teachers in the State is much higher than those obtaining in other States.

(c) & (d): There is no dearth of women teachers in the State. Hence it is not considered necessary to relax the rules for recruitment.

(e) All trainees are granted stipends during their training period, and education upto class VIII (Middle School Standard) has been made free in the State.

Himachal Pradesh

(a) The State Government does not feel the necessity of school mothers, However, attempts are made to see that teachers wives are stationed at the station of duty of their husbands.

(b) & (c): The recommendations are being examined.

Kutch

Agrees to give effect to all the recommendations, provided the expenditure thereon is met by the Central Government, as Kutch is a part 'C' State.

Madhya Bharat

Recommendations are receiving the attention of the State Government.

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Madhya Pradesh (a) It would not be possible to create additional posts of School-mothers as this will put an additional strain on the already poor financial condition of the local bodies.

(b) The question of rent-free accommodation is under consideration of the State Government.

(c) & (d): There is already a large number of women candidates, and the question of raising the age limit or relaxation of the educational qualifications does not arise.

(e) This part of the recommendation was given a trial in the State, but as sufficient number of girls was not available, the experiment was dropped.

Madras (a) There is already a large number of women teachers in rural schools.

(b) It is not feasible to arrange for living accommodation for Teachers, when accommodation for schools is lacking.

(c) No age limit is fixed and there is no difficulty in securing women teachers.

(d) There is no difficulty in attracting women to teaching profession. Local bodies already give preference to the retention of women teachers, and the married ones also enjoy maternity leave. It is, therefore, not desirable to relax educational qualification for women teachers in the interest of efficiency of instruction in Schools.

(e) Education is free in all elementary schools. Stipends are already being paid to students under going teachers' training. Further payment of stipends to girls in higher elementary schools would involve additional expenditure to the State Governments.

Saurashtra (a) Almost all schools have one or more lady teachers and a large number of them are recruited every year; it will therefore be possible to post one lady teacher to each Primary School in the near future.

(b) Accommodation is provided to almost all Primary Teachers, though it is not free at all places.

(c) There is no age bar for teachers for recruitment to Primary Schools.

(d) Fair proportion of lady teachers, specially in Primary Schools is already being maintained.

(e) The matter is receiving attention.

Travancore Cochin Education among women in this State is so advanced that there is no scarcity of full-time qualified teachers and due consideration is already being given to women in the matter of recruitment as teachers.

Uttar Pradesh (a) Since the primary schools in rural areas are not residential schools, the State Government does not consider it necessary to appoint school mothers there. Matrons are, however already appointed in girls schools where there are hostels.

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(b) Encouragement to build teachers quarters is given whenever possible. The recommendation cannot be implemented wholesale due to financial stringency.

(c) The State Government are not in favour of relaxing the age limit. If recommendation (b) above could be fully implemented, a sufficient number of trained women will be available in rural areas.

(d) Where women teachers are not available the essential qualifications are being relaxed. If suggestion (b) above could be implemented, there is no necessity to put forward attractions like reduced hours of work etc.

(e) There is already provision for special stipends and Scholarships for girls who intend to become teachers after schooling. During the training period, almost all women candidates are awarded stipends.

Vindhya Pradesh Recommendations are under consideration.

ANNEXURE IV

Statement showing the action taken by the Government of India on the following recommendations made by the Board at their 21st Meeting held at New Delhi in February, 1954.

RECOMMENDATIONS	ACTION TAKEN
Item III(c) - The Board recommended that greater emphasis should be given to the rehabilitation of Institutions and provision of buildings and equipment where necessary and that the Governments of Punjab and Pepsu should make a joint survey of the number of institutions that will remain to be rehabilitated and report to Ministry of Education.	The Ministry of Education have recently received a report from the Punjab Government; the report from the Pepsu Government is still awaited. The Ministry of Rehabilitation has been advised of the position and the matter is under consideration of that Ministry.
Item No. VIII(a) - The Board considered the note on Student Discipline prepared by the Secretary, Education Ministry and generally agreed with the analysis of the Students unrest made therein and approved the various suggestions contained in it.	In july 1954 a detailed note was submitted to the Cabinet by the Ministry of Education containing proposals for the improvement of discipline of Students and the general standards of Education. The proposals were in two parts, those with financial implications and those which were not financial in nature. The proposals which were of a financial nature dealt with the improvement of the salaries and service conditions of Teachers at all stages including Colleges and Universities. The Government of India have decided that these proposals should be considered in detail after the Report of the Taxation enquiry Committee had been received and examined. The proposals which were non-financial in character related to

1. Amendment to University Acts in order to reconstitute Senates and Syndicates on the lines of the recommendations of the Radhakrishnan* report (2) re-constitution of managing Committees (3) improvement of status of Teachers (4) reconstruction of the system of examination, (5) measures to encourage self-discipline, social service activities and extra-curricular activities among students and (6) measures to introduce an ethical content in instructions in schools. Letters covering parts (1) to (4) above have been issued by the Education Secretary to all State Education Ministers and Education Secretaries.

This recommendation, along with others, were circulated as usual to the State Governments; reports received from some of them are as follows:-

Bhopal	The hostel facilities and play grounds are being provided, as far as possible, to the High and Middle Schools. About 500 teachers will become Secretaries of Gaon Sabhas or Panchayats and will get an allowance of Rs.20/- from which is likely to further improve their emoluments. Opportunities to participate in N.C.C., Scouting, Guiding and Social activities are being provided.

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*Commission

Himachal Pradesh	Suitable facilities for higher specialised study abroad will be provided to teachers within the age range of 25 to 35 as far as possible. Other recommendations are being examined.
Uttar Pradesh	The State Government are already making every effort to provide opportunity to every student of the Secondary Schools and Colleges to participate in activities aimed at Social and physical development of the Youth as are possible within the limited resources of the Government. The State Government propose to start some more units of the N.C.C. during the current year and also to extend financial assistance to educational institutions for raising the auxiliary Cadet Corps. In addition, Military Education and Social Service Training is imparted to Students of Class XI & XII. Grants are also paid to Bharat Scouts and Guides Organisation, which has an enrolment of 1,08,000 volunteers in the State.

RECOMMENDATIONS	ACTION TAKEN
Item VIII(b) - Col. Virendra Singh of the Ministry of Defence explained to the Board the need for extending facilities for Auxiliary Cadet Corps training at the University (and College) level. The Board expressed their sympathy with the institution of the Auxiliary Cadet Corps and requested the Ministry of Education to take an interest in the development of the Corps in consultation with the Ministry of Defence.	The Ministry of Education has sanctioned to the N.C.C. Directorate, Ministry of Defence, a sum of Rs.5 lakhs for organising Auxiliary Cadet Corps Annual Camps during December, 1954. About 10,000 students are expected to participate in the Camps for a period of 21 days.

MEMORANDUM

Appendix C.

CENTRAL ADVISORY BOARD OF EDUCATION IN INDIA.

Item No. IV of agenda.

Twenty second meeting, New Delhi,
12th to 14th January, 1955.

SUBJECT: Report of the Conference of University Teachers of Economics regarding the teaching of Economics in the Universities.

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A Conference of the professors of Economics in the Universities was held on the 29th and 30th March, 1954 to consider the teaching of Economics in the Universities in the context of Indian conditions. The recommendations of the Conference given in the enclosed proceedings are placed before the Central Advisory Board of Education for consideration and advice.

PROCEEDINGS OF THE CONFERENCE OF PROFESSORS OF ECONOMICS HELD AT NEW DELHI ON THE 29TH AND 30TH MARCH, 1954.

A conference of Professors of Economics of Indian Universities was convened by the Government of India and held in New Delhi on the 29th and 30th, March, 1954. The following were present:-

1. Shri Humayun Kabir, Secretary to the Government of India, Ministry of Education (Chairman).
2. Shri Mohd. Shabbir Khan, Head of Department of Economics, Aligarh Muslim University, Aligarh.
3. Shri B.Sarveswararao, Reader in Economics, Andhra University, Waltair.
4. Shri A.K. Das Gupta, Head of Department of Economics, Banaras Hindu University, Banaras.
5. Shri H.C. Malkani, Reader in Economics, University of Baroda, Baroda.
6. Shri P.B. Mukerjee, Jain College, Arrah.
7. Shri C.N. Vakil, Director, University School of Economics & Sociology, Bombay.
8. Shri J.P. Niogy, Head of Economics Department, Calcutta University, Calcutta.
9. Shri K.S. Nag, St. Stephen's College, Delhi.
10. Shri Panna Lal, Govt. Gandhi Memorial College, Jammu.
11. Dr. B.R. Dhekney, Karnatak College, Dharwar.
12. Shri Baljit Singh, Head of Department of Economics, and Sociology, Lucknow University, Lucknow.
13. Shri V.S. Naidu, Head of the Department of Economics, Nagpur University, Nagpur.
14. Shri M. Abdul Quader, Head of the Department of Economics, Osmania University, Hyderabad.
15. Dr. B.R. Misra, Patna University, Patna.
16. Shri M.V. Mathur, Head of Economics Department, University of S Rajputana, Jaipur.
17. Dr. L.C. Jain, Professor of Economics, University of Saugor, Saugor.
18. Shri V.R. Pillai, Professor of Economics, University College, Trivandrum.
19. Dr. Sadasiv Misra, Utkal University, Cuttack.
20. Dr. P.C. Thomas, Head of the Department of Economics, University of Gauhati, Gauhati.
21. Shri L.R.Sethi, Deputy Secretary to the Government of India, Ministry of Education, New Delhi,

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The following attended the Conference by special invitation.

1. Shri J.J. Anjaria Planning Commission.
2. Dr. D.G. Karve -do-
3. Shri Dantawala -do-
4. Dr. R.N. Poduval Ministry of Agriculture.
5. Shri S.R.S. Raghwan, Editor Commercial Publication, Ministry of Commerce, New Delhi.
6. Dr. S.R. Sen, Economics and Statistical Advisor, Ministry of Agriculture.

Shri A.H. Hemrajani, Education Officer, Ministry of Education, acted as Secretary.

2. Prof. Humayun Kabir welcomed the delegates and said that he was happy to find that most of the Universities were represented at the Conference. He had at one time thought of convening a conference like the present one to consider some of the fundamental problems of economics in the context of Indian conditions. His feeling was that economics was largely an empirical science and what were regarded as economic laws were generalisations of the experience of a particular situation or country. So long as similar conditions prevailed, the laws were valid, but with changing circumstances the revision of economic theory became necessary.

This fact largely explains the differences between the views of Adam Smith on Karl Marx or List or Keynes. If this is true, it would be necessary to undertake a study of Indian economic developments in order to frame theories suited to our needs. The fact that India had for a long time suffered under a colonial economy and was today trying to transform a predominantly agricultural society into an agricultural-cum-industrial community under controlled conditions and according to a definite plan made it the more necessary to re-examine economic theories in their application to India. In any case, it was a matter for enquiry whether theories formulated on the basis of the experience of Europe and America would apply to countries of Asia and Africa without qualification.

Prof. Kabir remarked that the main object of the present conference was to consider the syllabus in Economics at different

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conference was to consider the syllabus in economics at different stages of University teaching. Different Universities in this country differ in regard to the duration as well as the scope of Honours and the M.A. courses. In some Universities, the Honours course extends over two years and in other three. In some, the Honours course is considered equivalent to M.A. while in others, further study is required before a student can obtain the Master's Degree. It was desirable that some kind of uniformity of attainment, of standard and the discipline through which a students goes should be maintained in the different Universities. In the absence of such uniformity, it is difficult to equate the degrees of different Universities. It also makes it difficult for students to migrate from one University to another. Within the frame work of this general uniformity, it is desirable that Universities should specialise in different branches of the subject.

Prof. Kabir continued that in his view such a revision could be best undertaken on the recommendations of a conference like the present one. In the academic Council of a University, such questions are decided from the point of view of that University alone. In a professional body like the Economic Conference, general questions of economics tend to take priority over questions like the revision of syllabuses or courses of study at the Universities. It must however be remembered that a conference like the present one is purely advisory and can make only recommendations, Universities are autonomous bodies and are not bound to accept the findings of the conference, but if suggestions are formulated by such an expert body, they are due to receive proper attention from the universities.

Prof. Kabir also drew attention of the delegates to the general impression prevailing in the country that the standards in the Universities were falling. He suggested that the conference should give particular thought to this aspect of the question, and make recommendations to help raise the standards of teaching of economics in the Universities.

3. The Conference then took up consideration of the following agenda:-

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1. Courses of study, curricula, text-books and methods of teaching.

(1) The place of Economics in General Education and in particular to consider whether it should be taught as a compulsory or optional subject in

(a) Elementary, secondary and higher secondary schools.

(b) schools for the training of administrators and diplomats, and

(c) vocational and technical schools and colleges etc.

(2) The place of Economics in the Universities, duration and content of courses, and the preparation of model syllabii for the different stages:

(i) Intermediate Classes for Pre University Classes.

(ii) Degree Classes (Pass and Honours);

(iii) Post-Graduate Classes;

(iv) Teacher Training Institutions.

after taking into account the existing curricula in the various Indian Universities and the following considerations, viz:

(a) the need for uniformity in standard and curricula

(b) the place of Indian economics;

(c) The study of Economics with reference to the need of different regions.

(d) the need for relating the study of Economics to life.

N.B. - The comparative advantages of using text-books and selected classics may also be considered.

(3)/(a) The relation of Economics to allied studies like commerce, politics, ethics, philosophy, sociology, history anthropology, education etc.

(3)(b) The relation of Economics to Studies in Management and the way in which existing Departments of Economics of the Universities can help in developing Management Studies.

(4) The selection of students for the courses of Economics Rxxxxx in the universities and to suggest ways of improving it so as to attract the right type of candidates.

(5) The present methods of teaching Economics and to suggest ways and means of improving the same, keeping in view:

(a)the role of Economics in the national as well as international fields in a fast changing world;

(b) the need for the study of Economics in the context of contemporary developments.

(6) The medium of instruction for teaching Economics at the various stages.

(7) What changes, if any, are necessary in the present system of examinations for degrees, diplomas, etc.,,in Economics.

(8) The improvement of library service in Indian Universities in the subject of Economics, and also at the national or Central libraries in the country.

II. Teaching of Economics.

(9) The minimum qualifications and experience necessary for the teachers of Economics at the various stages.

(10) The question of separating the teaching and Research Departments of Economics in the Universities.

(11) The exchange of Professors and teachers and students doing research work, between universities in India and between Indian and foreign universities.

(12) The question of specialised training for teachers of Economics at different stages.

(13) The question of freedom of enquiry and academic immunity.

III. Research publication and co-ordination.

(14) The scope of and arrangements for research in Economics in India.

(15) The preparation of suitable terms in Hindi and other modern Indian languages.

(16) The preparation and publication of text-books and translations of classics on Economics, tracts, etc., in Indian languages as may be required for the different stages.

(17) The publication of standard editions of well-known classics, and of Economics journals, including those devoted to research in the subject.

IV. General.

(18) The scope for the employment of those trained in Economics in the various national fields and to consider the provision of suitable vocational guidance to such persons.

(19) The place of Economics in the syllabii of different Service Examinations.

(20) The formation of Economics associations or Study Circles in the different states to promote exchange of ideas in Economics and the convening periodical conferences of Economics.

(21) The question of establishing a Central Institute of Economics for co-ordinating the study of and promoting research, and to serve as a liaison with institutions in other countries, interested in the subject.

(22) The popularisation of Economics with the general public through Adult Education schemes and through the Radio, the Press, extention lectures and popular literature.

(23) Any other matter with the permission of the Chairman.

4. After a brief general discussion, the Conference appointed three Committees to consider the agenda and report to the Conference. The Composition of the Committees and the items of the agenda referred to each are given in Appendix 'A'.

5. The Conference considered the reports submitted by the three Committees and adopted the following recommendations:-

Item (1).

In a democratically organised Welfare State the study of Economics should have an important place in general Education. It would help educated persons to take a detached and rational view of public affairs and contribute to a higher level of public discussion of current problems before the country. At the same time study would provide the foundation for training specialists who may be required for advanced work.

(a) Some elementary idea of the economic aspects of life in the country is given in secondary schools in descriptive courses such as commercial geography. It is not necessary to introduce Economics as a separate subject of study in secondary schools, much less at earlier stages. (It was represented by a delegate from U.P. that, 11th and 12th classes which correspond to the Intermediate in the other States are regarded as part of the Higher Secondary Schools in U.P.).

(b) In the case of administrators and diplomats, knowledge of Economics is absolutely essential, as under the existing arrangements administrators may be required to work in any capacity requiring a good understanding of economic problems. Arrangements should also be made at the I.A.S. and other Training Courses for specialised training in Economics for such trainees who have special aptitude for or interest in the subject.

It may be added that such training should be given by competent economists who are in touch with the latest developments in the subject.

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(c) In the case of vocational and technical institutions, it is desirable that knowledge of elementary Economics should be given to students with a practical bias for these problems in applied Economics which are suited to their particular training. For example, in the case of a technologist who may have to do responsible work in a factory, knowledge of industrial relations would be of value to him in addition to that of elementary Economics.

Item 2. The Conference was unanimously of the opinion that all Universities should aim at mainting uniform standards at the different stages. It was also of the opinion that the basic pattern of the curricula should be uniform.

The Conference was further of the opinion that the study of Indian Economic problems should form a part of the courses in Economics at all stages with special reference to the economic conditions in each region.

In order to relate the study of Economics to life, the Conference considered it necessary that study tours should be organised, for which adequate funds should be made available by the Government.

Regarding the duration and content of the courses, the Conference resolved as follows:-

Intermediate Course or Pre-University Course:

The Intermediate Course should be of two years' duration after Matriculation and there should be two papers, one on "Elements of Economics", which would include a study of the basic principles, and another on "Economic Conditions of India."

B.A. (Pass) Course:

In case, ~~there is only one year Pre-University Course,~~ there should be only one paper on "Elements of Economics".

B.A. (Pass) Course: Till such time as the recommendation of the Secondary Education Commission in respect of the eleven years' school Course is accepted, and the two-year Intermediate Course continues as at present, the B.A. (Pass Course should be of two years' duration after Intermediate and should consi of three papers:-

(1) Principles of Economics Analysis.
(2) Money, Banking, International Trade and Public Finan
(3) Indian Economic Problems.

B.A. (Hons). Course: The B.A. (Hons.) course should be an independent cour of three years' duration after Intermediate and should consist of 8 papers:

(1) History of Economic Thought.
(2) Economic Analysis.
(3) Money, Banking and International Trade.
(4) Public Finance or Public Economics.
(5) Elements of Statistics including sources of Indian Economics Data.
(6) Indian Economic Problems.

and any two of the following:-

(1) Economic Development of selected countries.
(2) Comparative Economic Systems.
(3) Agricultural Economics.
(4) Industrial Organisation.
(5) Mathematical Economics.

M. A. COURSE.

The M. A. Course should be of one years duration after the B. A. (Hons) course and should consist of the following 4 papers:-

(1) Advanced Economic Theory.
(2) Selected Texts of any two of the following authors:

Adam Smith,
Ricardo,
Malthus,
John Stuart Mill,
Karl Marx,

and two papers on any one of the following:-

(1) Banking.
(2) International Economics.
(3) Industrial Economics.
(4) Agricultural Economics and Co-operation.
(5) Labour Economics.
(6) Economic Planning and Theory of Economic Development.
(7) Economics of Public Utilities and Transport.
(8) Industrial Fluctuations.
(9) Economic History of a selected period.
(10) Economic Administration.
(11) Econometrics.
(12) Statistics.

Those students, who would go in for the M. A. Course after B. A. (Pass), should take the following 8 papers:-

(1) History of Economic Thought.
(2) Money, Banking and International Trade.
(3) Public Finance or Public Economics.
(4) Elements of Statistics, including the sources of India Economic Data.
(5) Advanced Economic Theory.
(6) Selected Texts of any two of the following authors:-

Adam Smith,
Ricardo,
Malthus,
John Stuart Mill,
Karl Marx,

and two papers on any one of the following:-

(1) Banking.
(2) International Economics.
(3) Industrial Economics.
(4) Agricultural Economics and Co-operation.
(5) Labour Economics.
(6) Economic Planning and Theory of Economic Development.
(7) Economics of Public Utilities and Transport.
(8) Industrial Fluctuations.
(9) Economic History.
(10) Economic Administration.
(11) Econometrics.
(12) Statistics.

It was also decided that wherever possible, Universities may hold viva-voce test for the M.A. examination.

Item (3):

(a) Most students have to study history before they specialise in economics. This is as it should be. It is desirable that a student who specialises in Economics, say a B.A. Honours graduate, should have opportunities to study other social sciences such as elements of politics and elements of sociology.

(b) A knowledge of statistics is very useful for a proper understanding of Economics. For a student who specialises in Economics, say for the B.A. Honours degree, it is desirable that he should have a knowledge of elementary statistics as well as of Indian statistical sources and methods of their interpretation. At the post-graduate stage, it should be possible to give more advanced knowledge of statistics to Economics students, though it is realised that advanced knowledge of statistics would presuppose a good knowledge of mathematics.

(c) Studies in Commerce and in Management are in effect studies in Applied Economics. Those students of Economics who want to go into business or industry and specialise in these studies must necessarily have a thorough background both of Principles of Economics and Indian Economic Problems. In some Universities, Departments of Economics are already handling courses in Commerce. It should not be difficult for the Departments of Economics in different Universities to undertake the teaching of courses in Management with suitable encouragement.

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Item No. (4):

The Conference recommended that the following students may be admitted to M.A. Economics Course:-

(i) those who have obtained B.A. (Hons.) degree in Economics;

(ii) those who have obtained B.Com. degree;

(iii) those who have obtained not less than 50% marks in Economics in the B.A. examination.

Item No.5:

The Conference considered that it was important to stress the role of economists in the national as well as in the international fields in the fast changing world and the need for the study of Economics in the context of contemporary developments. It therefore resolved that sufficient emphasis should be laid not only on the teaching of economic theories but also on their application to the prevailing economic conditions in India and other countries.

The Conference was of the opinion that at present the number of lectures required to be delivered by the teaching staff is excessive. This applies also to the number of lectures which the students have to attend. The Conference was of the view that there was scope for a reduction in both and that greater emphasis should be laid on tutorials, seminars and discussion classes. The Conference, therefore, recommended that the Universities may prescribe the following maximum limits for teachers:

(a) For teachers of Post-Graduate classes: 12 hours of which a major portion should be devoted to tutorials, seminars and discussion classes;

(b) For teachers of Honours Classes: 16 hours, of which a major portion should be devoted for tutorials, seminars and discussion classes.

Item 6:

The Conference was of the opinion that instruction in Economics up to the Post-Graduate level may be progressively introduced in the regional languages, in stages as and when suitable books and translations become available. Meanwhile, special supplementary lectures in regional languages may be encouraged. Wherever facilities exist preference may be given for teaching in Hindi.

Item 7:-

The Conference was of the opinion that at the Honours and M.A. stages, tutorial and seminar work should be taken into consideration along with the examination record of the candidates. ....

A viva-voce may be introduced wherever necessary.

The Conference also recommended that there should be uniformity between Universities with regard to the minimum marks prescribed for the grading of successful candidates. In the opinion of the Conference Honours students securing 60 per cent or more should qualify for 1st Class, 50 per cent to 59 per cent for a 2nd Class and 40 per cent to 49 per cent for a 3rd Class. Honours students who secure less than 40 per cent but more than 35 per cent in the aggregate should be given a Pass degree.

Item 8:

The Conference recommended:-

(i) that the Universities should get adequate grants from the Centre for the development of their libraries;

(ii) that there should be a Central Copyright Library for the whole of India; and

(iii) that the University Libraries in each State should also receive, on request, free of cost, publications of the Government of India and also of other States.

Item 9:

In the opinion of the Conference the minimum qualifications and experience necessary for the teachers of Economics should be as follows:-

(i) for Intermediate and B.A. Pass : Second Class M.A., dgree in Economics:

(ii) for B.A. (Honours) and M.A. :- For a first appointment, First Class M.A. in Economics ~~or Doctorate in~~ Economics.

Item 10:

The Conference was not in favour of separating the teaching and research departments in Economics, but felt that greater opportunities for research should be provided to teachers by reducing the hours of teaching work or making specific research grants in specially deserving cases.

Item 11:-

The Conference considered it desirable that there should be exchange of teachers and students doing research work between Universities in India. Universities should also permit the temporary transfer of a research student who may desire to go to another University for a specified period approved by the Supervisor because of the facilities existing therein in his particular subject

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because of the facilities existing therein in his particular subject. Such periods should be recognised for purposes of examination.

The Conference also felt that more opportunities should be given to teachers of economics to go abroad for study and observation.

Item 12:

The developments in Economic Science was well as in Indian Economic Problems are such that specialisation in different branches of the subject is essential. Unfortunately at present the majority of teachers in Economics at the undergraduate level have such a heavy load of teaching that it is impossible for them to specialise in one or more branches. The first requisite, therefore, is to reduce the teaching load, at least in the case of those who have shown an aptitude and capacity for specialisation in some branch of the subject. Having done so, such persons should be afforded adequate opportunities for specialized training in the form of periodical study leave, say one in five years, to work in advanced research institutions in India or outside. Similar facilities should of course be available to those who are engaged in Post-Graduate work.

Item 13:

In the national interests, the Conference strongly felt that the teachers of Economics should have perfect freedom of enquiry and academic immunity.

Item 14:

The Conference recommended that the Government of India and the State Governments should take greater interest in the development and encouragement of Economic research. The Conference noted that the Government of India have already instituted a scheme of fellowships for encouraging higher studies and research in the Humanities including Economics.

It was also recommended that every State should have properly equipped Statistical Organization.

Item 15:

The Conference desired that the pace of preparation of sutisuitable terms of Economics in Hindi and other Indian languages should be as rapid as possible. This should be done in consultation with th

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Universities.

The Conference also suggested that the Government of India should ~~kk~~ utilize the services of the Indian Economic Association in setting up an expert committee to frame suitable terminology.

Item 16:

The Conference agreed that preparation and publication of text books and translation of Economic classics, tracts, etc. in the various Indian languages should be undertaken immediately and for this purpose recommended that the Universities themselves may appoint committees of experts to go into the matter in greater detail. Universities may be given necessary financial assistance by the Centre and the State Governments for this purpose. Where two or more Universities are teaching through the same language, they should act in consultation with one another.

Item 17:

The Conference recommended that the Government of India might explore different methods for undertaking translations of standard works in Economics into Indian languages. It also recommended that a standard quarterly journal of Economics in Hindi may be published. The ~~k~~ journal should contain summaries of important articles on Economics topics published by various journals in India and abroad. The Indian Economic Association may be requested to consider the production of the journal.

Item 18:

In view of the development of the public sector in our country, the Government is taking upon itself increasing activities in the economic sphere. It will hardly be disputed that for the growing work for the conduct of these activities, training in Economics gives special advantage. A knowledge of the changing economic problems of the country as well as of diverse economic forces, both national and international, would be valuable in the solution of the complex problems that may arise in connection with the planned development of the country.

There should also be greater scope for employment of persons trained in Economics in the private sector, that is, in business houses, industrial houses, banking and insurance companies and so on. As the private sector is being regulated and controlled by the State, the example set by the Government in its employment policy for giving

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more opportunities to persons trained in Economics, would be followed by those in the private sector.

If this desirable change in the scope of employment takes place, there would be the consequent impetus for more and better training in Economics in academic institutions, which, in turn, would provide employment to a larger number of academic persons.

Item 19:

On account of the considerations already pointed out with reference to item (18), it would be desirable to have more options of specialised branches of Economics in the syllabii of different service examinations, e.g. 9(a) currency and banking, (b) international Economics and (c) industrial Economics and so on.

Item 20 & 21:

The Indian Economic Association which has been in existence now for 38 years holds an annual conference usually at University centres to discuss selected economic problems. The Association is a member of the International Economic Association and has recently decided to start its own quarterly journal called the Indian Economic Journal.

In order to bring about the desired development in study of Economics, it is suggested that early arrangements should be made to strengthen the Indian Economic Assoication and its activities in the following ways:-

(a) There should be regional branches of the Indian Economic Association at all University centres. Besides discussing problems in which they are interested, such regional branches would help in co-ordinating the work of the parent body. They may also convene occasional regional conferences as and when opportunity arises to discuss special economic problems in which they are interested and to which they may invite experts from different parts of the country.

(b) The Annual Economic Conference may devote some time each year or each alternate year to the discussion of the co-ordination of teaching of Economics in Indian Universities and make suggestions to the different Universities as a result of such discussions.

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(c) For this and other purposes mentioned above to enlarge the activities of the Indian Economic Association, adequate financial assistance should be given by Government.

(d) It is highly desirable that the work and activities of the existing Departments of Economics in the different Universities should be developed in a suitable manner. One of the most important requirements is to strengthen their staffs, enabling them to specialise in different branches. In some cases more equipment and space may also be required. In any case, there is an urgent need to raise the salary scales of teachers in Economics in the Universities and the Colleges, so that it may be possible to retain the services of experienced persons in academic work. In this event, it should not be difficult for these Departments to develop research on their own as well as to undertake research on behalf of governments. In fact a beginning in this direction has been recently made by the Plannin Commission, which has set up a Research Programme Committee, to promote and assist a co-ordinated programme of research in problems relating to development.

(e) In order to develop the teaching of Economics including specialization in different branches and research, a suitable organisation is required at the Centre, which may be entrusted with the task of studying the requirements of the existing Departments of Economics in the Universities, and of suggesting ways and means of enlarging their work and activities as well as of promoting resea In the Research Programmes Committee mentioned above, there is alre a nucleus of such an organization. Steps should be taken in consultation with this Committee that Courses in subjects in applied Economics such as "Commerce" and "Management Studies" are framed not only from the point of the industrialist or the technologist but also from the point of view of the economist. For this purpose there should be close co-ordination between the economists and the All India Boards of Technical Studies in Commerce and Business Administration and Management.

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(f) (i) In order that academic workers may have insight into the problems of planning and administration, and economists in Government departments may have the opportunity to be in touch with latest developments in economic thought arrangements should be made by which academic workers can work for a year or two in Government departments, and economists in Government can work in Universities for similar periods. Such exchange would be healthy for all concerned and help in the proper development of economic ideas and economic policy.

(ii) Foreign experts may be invited to lecture to [illegible] Universities on their specialities.

(iii) Govt. should consult economic experts on specific economic matters.

Item 22: So far as the Press is concerned, it is up to those incharge of the Press to obtain competent economists for their work. Wherever schools of journalism exist it may be possible to see that Economics is taught in those schools at the proper level.

The All India Radio may do well to organise broadcasts on economic topics, either individual topics or a series, in popular language both in English and the regional language. In doing so they may be advised to take the guidance of the Heads of Departments of Economics in their respective centres.

The Universities may also be asked to organise extension lectures on current economic topics open to the public from time to time. They may also be asked to encourage the production of popular literature on economic subjects.

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APPENDIX 'A'

Committee 'A.'	**Item No.2.**
1. Shri A.K.Das Gupta (Convenor)	Banaras Hindu University
2. Shri Mohd. Shabbir Khan	Aligarh Muslim University
3. Shri H.C. Malkani	Baroda University
4. Shri K.C. Nag	Delhi University
5. Shri Panna Lal	J. & K. University
6. Shri Baljit Singh	Lucknow University
7. Shri M.V.Mathur	Rajputana University
8. Shri V.R. Pillai	Travancore University
9. Dr. Sadasiv Misra	Utkal University.
Committee 'B'.	**Item Nos. 1,3,12,18 to 22.**
1. Shri C.N. Vakil (Convenor)	Bombay University
2. Shri J.P. Niogy	Calcutta University
3. Dr. P.C. Thomas	Gauhati University
4. Shri J.J. Anjaria	Planning Commission.
Committee 'C'.	**Item Nos. 4 to 11, 13 to 17.**
1. Dr. L.C. Jain (Convener)	Saugor University
2. Shri B.Sarveswararao	Andhra University
3. Shri B.B. Mukerjee	Bihar University
4. Shri V.S. Naidu	Nagpur University
5. Dr. B.R. Dhekney	Karnatak University
6. Shri M.Abdul Qadar	Osmania University
7. Dr. B.R. Misra	Patna University
8. Dr. R.K. Bhan	Ministry of Education (Attended the meeting as observer).

MEMORANDUM

Appendix D

CENTRAL ADVISORY BOARD OF EDUCATION IN INDIA.

Item No. VI of agenda.

Twenty second meeting, New Delhi,
12th to 14th January, 1955.

SUBJECT: Report of the Conference of University teachers of History regarding teaching of History in Universities.

****

A Conference of the Professors of History of the Universities of India was held on the 5th-7th March, 1954 to consider the teaching of History in the Universities. The recommendations of the Conference given in the enclosed proceedings are placed before the Central Advisory Board of Education for consideration and advice.

PROCEEDINGS OF THE CONFERENCE OF PROFESSORS OF HISTORY HELD AT NEW DELHI ON THE 5TH, 6TH AND 7TH MARCH, 1954.

A Conference of Professors of History of Indian Universities was convened by the Government of India and held at New Delhi on the 5th, 6th and 7th March, 1954. The following were present:-

1. Shri Humayun Kabir,
   Secretary to the Government of India,
   Ministry of Education (Chairman).

2. Shri Kali Shanker Bhatnagar,
   Professor of History,
   V.S.S.D. College, Kanpur (Agra University).

3. Shri S. Abdur Rashid,
   Head of Department of History,
   Aligarh Muslim University.

4. Dr. B. P. Saksena,
   Head of History Department,
   University of Allahabad.

5. Shri Gurty Venkata Rao,
   Andhra University.

6. Shri R. Sathianatha Aiyar,
   Head of Department of History and Politics,
   Annamalai University.

7. Dr. R. S. Tripathi,
   Head of Department of History,
   Banaras Hindu University.

8. Shri G.B. Pandya,
   Reader and Dean, Faculty of Arts,
   University of Baroda.

9. Shri Nayar L. Ahmed,
   Elphinstone College, Bombay.
   (Bombay University).

10. Shri Indu Bhushan Banerjee,
    Head of Department of History,
    Calcutta University.

11. Dr. Bisheshwar Prasad,
    Professor of History, Delhi University, and
    Director, Historical Section,
    Ministry of Defence,
    Government of India, New Delhi.

12. Shri Sachchidananda Bhattacharya,
    Department of History,
    Gauhati University.

13. Shri R. C. Parikh,
Director, B.J.Institute of Learning & Research,
Ahmedabad and Chairman, Board of Studies in
History, Gujarat University.

14. Shri M. K. Narayan Sarma,
Lingraj College, Belgaum,
Chairman, Board of History and Archaeology,
Karnatak University.

15. Dr. S.N. Das Gupta,
Reader in History,
Lucknow University.

16. Shri T. Balakrishnan Nayar,
Principal, Presidency College,
Madras-5 (Madras University).

17. Dr. M. Seshadri,
Mysore University.

18. Shri R. M. Sinha,
Asstt. Prof. of History,
Nagpur Mahavidyalaya, (Nagpur University).

19. Dr. M. Rama Rao,
Lecturer, Nizam College, Hyderabad.
(Osmania University).

20. Dr. K. K. Datta,
Patna University.

21. Shri Sri Ram Sharma,
D.A.V. College,
Sholapur, (Poona University).

22. Dr. Hari Ram Gupta,
Head of Deptt. of History,
Punjab University College, Hoshiarpur,
(Punjab University).

23. Dr. M. L. Sharma,
Professor of History,
Rajasthan University, Japir.

24. Shri Hiralal Gupta,
Saugar University.

25. Shri R. L. Vayeda,
S.N.D.T.'Womens' University.

26. Shri Sudhakar Chatterji,
Department of History,
Visva-Bharati, Santiniketan.

The following attended by special invitation:-

1. Dr. A. Ghosh,
Director-General of Archaeology, New Delhi.

2. Dr. B. A. Saletore,
Director of Archives, New Delhi.

3. Shri Samuel Mathai,
   University Grants Commission, New Delhi.

4. Dr. S. Gopal,
   Asstt. Director of Archives, New Delhi.

5. Shri B. N. Pande,
   Central Institute of Education, Delhi.

Shri A.H. Hemrajani, Education Officer, Ministry of Education, acted as Secretary to the Conference.

The following also participated in the deliberations of the Conference:-

1. Dr. K. L. Shrimali,
   Parliamentary Secretary to the Minister
   for Education.

2. Shri Mono Mohan Dass,
   Parliamentary Secretary to the Minister
   for Education.

3. Shri K. G. Saiyidain,
   Joint Secretary to the Government of India,
   Ministry of Education.

4. Shri L. R. Sethi,
   Deputy Secretary to the Government of India,
   Ministry of Education.

2. Welcoming the delegates to the Conference, Prof. Humayun Kabir said that the questions which were coming up before the Conference were of considerable interest not only to historians and teachers of history but also to the general public. The way we look at our past largely determines our attitude towards the present. Very often prejudices are the result of wrong reading of history. He pointed out that there are historians who hold that history is a subjective interpretation of a particular event or act. There are others who are of the opinion that since all events cannot be represented on any canvas, however large, historians must in the nature of things make a selection. There is yet another point of view that history is a kind of science. This view, is however gradually becoming obsolete.

There are also differences between teachers of history regarding the presentation of the subject. Some are content with presenting all the facts as they have taken place without any qualifications or modifications and

Others hold that while the business of a historian is to present a true picture, it is not necessary for him to tell all the truth to every body. The believe IN giving different doses of fact to people of different age-groups and with different academic background and discipline.

Prof. Humayun Kabir then dwelt on the object of convening the Conference. The main idea was to evolve uniformity of syllabus in history at different levels of education. He thought that the professors of history were the fittest persons to give advice on the matter. He particularly drew the attention of the delegates to the relation of Indian history to the history of the world and again to the relation of regional history to the history of the nation. In this connection he pointed out that there are universities where a person could take an Honour's degree or even a Master's degree without making a study of Indian history as a whole. There are also universities where students do not study anything about Greek or Roman history or about the developments of important regions of the world like Arabia or Egypt, China or Japan.

Prof. Kabir told the Conference that in the U.S.A. there was an attempt to teach world history at the Secondary levels. It was a very laudable attempt, but it suffered from the fact that it contained very little of Asian history and did not give the American students a proper perspective of Asian countries. If we were to avoid a similar danger in this country, we should see that in our Universities a better balance between different regions is maintained. We should at the same time ensure that the study of general history does not become too general. While studying universal history, we must not lose sight of the importance of Indian History. It is also necessary to determine the place of regional history in the syllabus and to see that over-emphasis on regional history does not go against the unity of Indian thought and culture.

3. The Conference then proceeded to consider the following agenda:-

I. COURSES OF STUDY ETC.

(1) The place of History in General Education and in particular to consider whether it should be taught as a compulsory or optional subject in:-

(a) Elementary Schools

(b) Secondary and Higher Secondary Schools;

(c) Schools for the training of administrators and diplomates; and

(d) Vocational and technical schools and colleges.

(2) The place of History in the Universities, duration and content of courses, and the preparation of model syllabii for the different stages:-

(i) Intermediate Classes or Pre-University Classes;

(ii) Degree Classes (Pass and Honours);

(iii) Post-Graduate Classes;

(iv) Teachers Training Institutions;

after taking into account the existing curricula in the various Indian Universities and the following considerations, viz:-

a) the need for uniformity in standards and curricula

b) the need for reorganisation of syllabus in order to give due importance to Eastern and Western History in the context of the History of the World;

c) the place of Indian History with special reference to regional developments;

d) political and constitutional developments;

e) social and economic life of the people; and

f) the growth of civilization and culture.

(3) The relation of History to other subjects like Art, Geography, Philosophy, Politics, Economics, Sociology, Literature, Archaeology and Anthropology.

(4) The methods of teaching History and to suggest ways and means of improving the same, keeping in view:-

(a) the role of the historian in the national as well as international fields in a fast changing world; and

(b) the need for the study of history with special reference to contemporary developments;

(5) The medium of instruction for the teaching of History at various stages.

(6) Changes desirable in the system of examinations etc. in History.

(7) The improvement of Library S-ervice.

II. TEACHERS OF HISTORY.

(8) The minimum qualifications and experience necessary for the teachers of History at the various stages.

(9) The relation between the teaching and research departments in the Universities.

(10) The exchange of professors and teachers and students doing research work, between Universities in India and between India and foreign Universities.

(11) The question of specialized training for teachers of History at different stages.

(12) The question of freedom of enquiry and academic immunity.

III. RESEARCH, PUBLICATION AND COORDINATION.

(13) The scope of and arrangements for research in History of India.

(14) Expansion of facilities for study and research in Histories of other countries.

(15) The preparation and p-ublication of text-books and translations of historical classics, tracts, etc. in Indian Languages, as may be required for different stages.

(16) The publication of standard editions of well-known classics, and of history journals, including those devoted to research in the subject.

(17) Is it necessary to appoint a +Commission of enquiry into the teaching of history in India?,

IV. GENERAL

(18) The scope for the employment of thos-e trained in History in the various national fields and to consider the provision of suitable vocational guidance to such persons.

(19) The place of History in the syllabi of different Service Examinations.

(20) The establishment of closer relations of Departments of Universities with the National Archives and the Department of Archaeology.

(21) Liaison with institutions in other countries interested in the subject.

(22) The popularisation of the study of History with the general public through Adult Education Scheme.

(23) Any other matter with the permission of the Chairman.

4. The Conference had also before it an extract from the report of the University Education Commission on the place of history in University education. (Appendix 'A')

6. The Chairman then invited the delegates to offer their general comments on the agenda. During the course of this discussion, Shri K. G. Saiyidain pointed out that the idea in convening the Conference was not to have a rigid uniformity in syllabus but to evolve a general pattern of courses of studies at various levels into which the syllabi of the different universities may fit in. Another point to which he drew the attention of the Conference was the need for devoting greater attention to effective methods of teaching history. We said that even if we were able to frame an extremely well-balanced curriculum, it was possible to kill whatever value there was in the reading of history through bad methods of teaching.

Dr. K. L. Shrimali stressed the need of defining the place of history both in the schools and the universities. He pointed out that history has to play a very important role in developing sound citizenship. After the attainment of independence it has become very important that our students should make a correct appraisal of our past civilization, so as to appreciate certain values cherished in that civilization. On the other hand along with sound nationalism we have also to develop a sense of world citizenship and he pointed that the Conference would keep these two aspects in view while framing the curricula.

7. The Conference then appointed four committees which were requested to consider the various items of the agenda in detail and to report to the Conference on the 6th of

March, 1954. The members of each committee and the items of agenda referred to them are given in Appendix 'B'.

7. Before taking up the consideration of reports submitted by the various committees, the Chairman invited the Conference to express its opinion on the duration of the Honours and Pass Courses for the Bachelor's Degree and also of the Master's degree.

He also drew the attention of the Conference to the recommendations of the University Education Commission on this question.

The majority of those present favoured two separate courses for the Bachelor's degree, a three-year Honours Course and a two-year Pass Course after a two-year Intermediate Course. There was, however, a small group which favoured a two-year Honours Course. It was also decided that duration of the M.A. course should be one year in the case of those who take the Pass Course. Dr. D. Prasad, however, suggested that the M.A. Course should be open to onl those students who take the Honours Course for their Bachelor's degree.

The Conference then made the following recommendations:-

Item No. 1.

(a) Elementary Schools:

In the elementary stage, History should not be taught as a separate subject but should be taught through the medium of language lessons. Biographies of famous Indians as also of some personalities of local importance and stories from the Ramayana and the Mahabharata may form the course.

(b) Secondary and Higher Secondary Schools:

In the secondary stage upto Class VIII, Indian History should be a compulsory subject, and should be taught in several stages, ~~the Fifth and the Sixth Classes~~ forming one unit, and the Seventh and the Eighth forming another. In Classes V and VI, History should be taught with a cultural bias and in Classes VII and VIII, with a political bias.

(c) Schools for the training of administrators and diplomates:

Prospective administrators and diplomates should be taught indian History, cultural, political and institutional, in detail. They should be given a general idea of the administrative and institutional history of the more important countries of the world. Diplomates, in addition, should be taught Modern History.

(d) Vocational and Technical Schools and Colleges:

An outline of the economic and industrial development in the more important countries of the world, with special reference to India, should be taught in these schools and colleges.

Item No. 2.

Intermediate Classes - Duration of course: 2 years.

Paper I

History of India from the earliest times to the present day.

Paper II

An outline History of the Ancient World with reference to Egypt, ~~China, Mesopotamia,~~ Greece and Rome upto the fall of Rome.

Or

An Outline History of the Modern World from 1789.

Degree Classes - (Pass)

Duration of course: 2 years after Intermediate. There should be at least two papers in History for the B.A. (Pass) Examination. One of the papers should be on a period of Indian History (to be selected by the candidates) and one or more papers should be from among the following:-

(a) ~~History of Medieval Europe,~~
(b) History of Modern Europe,
(c) British History from 1485,
(d) Islamic History,
(e) History of South East Asia,
(f) Elements of Indian Culture.

Degree Classes - (Honours)

Duration of course: 3 years after Intermediate. There should be at least six papers of which two papers should be on any two periods of Indian History (Ancient India, Medieval India or Modern India) and four or more papers should be selected from among the following:-

(a) History of Medieval Europe,
(b) History of Modern Europe,
(c) British History from 1485,
(d) Islamic History,
(e) History of the Far East from the middle of the 19th Century
(f) History of Egypt, Turkey, Arab Countries, Iran and Afghanistan from the middle of the 19th Century.
(g) Ancient Indian Culture
(h) Islamic Culture
(i) English Constitutional History
(j) Indian Constitutional History
(k) South-East Asia from 1500
(l) Greater India - from the earliest times to 1500

M.A. Classes - Duration of course: 2 years after B.A. pass course and one year after the B.A. Honours Course. Those who take the one Year's M.A. course after completing the Honours Course may be required to take only four papers from among the following provided that these papers are not included in the Honours Course. For those who take the two years M.A. Course after the B.A. Pass course, eight papers may be selected from among the following, out of which a candidate must offer three papers on Indian History and the paper on Essay:

1. Ancient Indian Political Thought and Institution
2. Ancient Indian Archaeology
3. Mauryan Period
4. Gupta Period.
5. Sultanate
6. Mughal period from 1526 to 1707
7. The Marathas from the rise of Shivaji to 1761
8. **British period, 1757-1857**
9. British Period, 1858-1939
10. Indian Constitutional History
11. History of a Region in India
12. English Constitutional History
13. Development of Political Thought from Machiavell
14. Revolutionary Europe - 1789-1815
15. Modern World from 1870
16. International Relations, 1914-1947
17. Historical Method
18. History of Unayyads & Abbasides.
19. Modern History of Near and Middle East.
20. Modern History of Far East.
21. Archives.
22. Essay.

Note: Stress should be laid at all stages on the study of social and economic life of the people.

This Conference was of opinion that teachers in history in Secondary Schools should have at least graduated with History as one of their subjects.

Item No. 3:

As for Geography, its teaching should go hand in hand ith that of History, in order to explain geographical background of historical developments as also the influence of geographical factors on History.

As regards Art, students should be given some idea of art not in the technical sense but of the broad general factors of art history of the country. This correlation should start from Class VII.

Students of history, at the Honours Level, may be encouraged to study as allied and related subjects one or more of the following:-

1. Classical languages,
2. Archaeology,
3. Anthropology,
4. Politics,
5. Economics,
6. Sociology.

Item No. 4:

(i) The role of the historian in the national as well as well as international fields in a fast changing world;

Scholars and teachers of history have a very vital and important role to play in the proper orientation of the student's mind in regard to both national and international affairs and the teaching of history should be so organised and conducted as to serve these purposes adequately. The aims to be achieved through these processes are a scientific and realistic appraisal of national culture and the problems of international amity. For this purpose it is desirable that-

(a) the teaching of History of India and allied Geography should be made compulsory upto Higher Secondary school stage;

(b) at other levels, upto the degree stage, there should be a general course in history designed for non-history students. This course should aim merely at explaining the broad trends of development of national/world history in the fields of culture and economic and scientific development.

(ii) Upto the high school stage, it is necessary that social and cultural aspects are kept to the fore and much emphasis is not laid upon mere facts of political history as is done at present.

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It is further desirable that in all texts-books of history as well as in the teaching of history due emphasis is liad on the growth of international co-operation and amity without any attemp at misrepresentation or distortion of the facts of history.

At every stage whether in the teaching of Indian history or the history of other countries, the interaction of national and international factors should be adequately pointed out in the course of teaching. The contemporaneous developments in other countries especially those which have a bearing on the history of India should be pointed out.

It is desirable that at the University level the degree courses should contain papers on modern British history, European history and Asian history or American History.

In this connection, the Government of India should establish schools or Departments for the study of Eurppean, Asian, African or American history to give a proper trend to the study of these subjects in the Universities and train scholars to undertake teaching and research in these branches of learning.

With regard to the actual methods of teaching it was suggested that:-

(a) Scientific methods of teaching history to the junior school classes are very w ell known and they should be fully utilized in teaching the subject to such classes. What is perhaps required is the fullest employment of audio-visual aids, such as, maps, charts, models, pictures films and slides and it is necessary that steps should be taken to see that every school has the necessary equipment including a projector.

(b) At the high school and higher secondary or Intermediate stages, particularly, debates and discussions can prove very helpful in addition to some of the ab ove aids in making the study and teaching of history more realistic and culturally more valid.

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(c) From the high school stage onwards there is a greater scope for assignments and tutorial work, excursions to historical places, in achieving the above object. Lectures or formal lessons even at the degree stage are at present much more numerous than necessary. It should be impressed upon the teachers that the aim of history teaching should be development of understanding and appreciation of events rather than the imparting of a certain amount of information; and in achieving this object only an intelligent and persistent use of the methods indicated above can be successful.

At the University (under graduate) stage it is necessary that the maximum use should be made of tutorial and/or seminars. Wherever practicable, the aids mentioned in the earlier paragraphs should be fully utilized in the teaching work. Students should be encouraged to write papers and essays on slected topics connected with their courses of study and to participate in class discussions and symposia. At the M.A. stage there should be greater emphasis on seminars. The students should be encouraged to study the source materials. For the study of Indian history original sources must be fully utilized. At this stage training in research methods through the medium of dissertations which may be in lieu of one or two papers would seen to be a very desirable improvement.

To achieve the above objects, necessary financial assistance should be given either by the State Govt. or the Government of India. Adequate provision for tutorials and seminars will involve increase in the Staff. Funds should be made available for subsidising the purchase of expensive source material, standard works of history, research publication, and journals by the College and the University Libraries. It is necessary that there should be an adequate number of sets of such publications for the use of students.

History courses, both at the higher secondary school and University levels, should make provision for the objective study of contemporary world and national issues and their historical backgrounds. A regular series of historical lectures by eminent scholars on a State or regional basis should be organised at some selected colleges or schools on (i) recent historical research, (ii) contemporary trends in world history, (iii) contemporary affairs etc. to acquaint the teachers in such institutions with the progress of research.

Item No. 5:

Up to the Higher Secondary stage the medium of instruction for the teaching of History should be the regional language.

At the University stage, for the first degree, the medium of instruction should be the regional and /or the national language. But till such time as facilities are available, a University may, if it so desires, continue instruction through the medium of English. As early as possible the regional and/or the national language should become the medium of instruction for the first degree.

For M.A. classes ultimately the medium of instruction should be the regional and/or the national language but for many years English will have to be continued as the medium of instruction owing to lack of historical literature or media of research in the Indian languages.

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Item No. 6:

The Conference endorsed the recommendations of the University Education Commission for the correction of evils in the existing system of examinations, and laid stress on credit being given for class work and tutorials. For the first degree examination a scheme of periodical examinations covering parts of the course should be adopted; and for this purpose self-contained units should be prepared. For the post-graduate examination, greater use should be made of the system of dissertation and/or essay and viva voce. The aim of examination should be to test the students' understanding of the subject. Questions should be so framed as to emphasise evaluation of the subject, stimulate thought and reveal his knowledge or appreciation

of the subject as a whole and not merely of a part of it. Questions should also seek to elicit a student's knowledge of the source material and wider reading.

The minimum qualifying marks in history for B.A. Pass, B.A. Honours and M.A. Examinations should be raised to 40% and for second and first class these should be 50% and 60% respectively.

Item No. 7:

(i) In order to encourage historical research in India, publications, both of the Centre and the States, should be given free of cost, to all Universities and also to research institutions which are recognised by the Universities.

(ii) The Conference considers it desirable that every University and every College under every University offering History must aim at the building up of a sufficient stock of books on General History as well as of books representing all aspects of History and not merely text-books.

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(iii) From the point of view of research in History, Universities might be encouraged to facilitate the loan of books from one University to another.

Item No. 8:

(i) The minimum qualifications for teaching History in the Intermediate or Pre-University stage shall be a First or Second Class Honours degree (3 years' course after Intermediate) or a First or Second Class M.A. with History Main.

(ii) For Degree Classes (Pass and Honours) the person appointed must have a distinguished academic career and also preferably research experience or research degree.

(iii) Teachers appointed for Post-graduate Classes should have had a distinguished academic career, teaching and/or Research experience should be a d-esirable qualification.

(iv) In the case of teachers appointed to Teacher-Training Institutions to train teacher-trainees in the methods of teaching History, they must have taken a First or Second Class B.A. Honours (3 years' course after Intermediate) or a First or Second Class M.A. together with a degree in pedagogy or its equivalent with History Main and experience of teaching in a secondary school for not less than three years.

Item No. 9.

Teaching and research must be correlated at the University Stage. Those engaged in research must also do a certain amount of teaching, particularly to Post-graduate students.

Item No. 10:

(i) In the interests of promotion of intimate contact between one region and another in India, it is desirable that there should be exchange of professors and teachers between Universities in the country. Such a step will facilitate the co-ordination of results of research in regional history.

(ii) The practice obtaining in the different Universities in regard to rules relating to residence required of research students and supervision of their work doe-s not seem to be uniform. These rules sho provide for conditions which would enable the research students to go outside their Universities to centres wh-ere suitable guidance and material are available.

(iii) The Conference felt that the exchange of Professors of History between Indian and foreign Universities was desirable and requested the Government of India to take the necessary steps in the matter.

(iv) It also felt that the exchange of research students between Universities in India and foreign Universities was desirable and that it should be encouraged.

Item No. 11:

Specialized training for teachers of History at the different stages of the University is not necessary, but that at the same time it is desirable, in order to give our University teachers a right attitude, to hold seminars on the teaching of History and the handling of source material.

Item No. 12:

While the teacher and the researcher in the field of History must aim at objective presentation of facts, he should not be penalized for expression of opinion.

Item No. 13:

(i) There is plenty of scope for research in the History of India, particularly if emphasis is laid upon non-political aspects of history, social, economic, etc.

(ii) There must be a larger number of studentships and fellowships instituted by the Government and the Universities than are available now, earmarked for research in the History of India. Liberal provision must also be made for travel, hostels and other facilities for fellows in search of source material in India and abroad.

(iii) From the point of view of historical research, the Universities which have a Department of History might be encouraged to build up a library of microfilms and also to own a microfilm reader.

(iv) The Government of India should see that the Inter-University Board or some other agency publishes annually a list of topics in Indian History which are the subject of research at the various University Departments of History and Centres of research and to supply to them copies of the same.

(v) Every University should make arrangements for speedy publication of research work done by its students and teachers of History.

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(vi) Special arrangements may be made in the Indian Universities for imparting to their research students in Indian History a knowledge of at least one of the three following modern European languages: French, Dutch and Portuguese. Encouragement should also be given to research students for the study of Sanskrit, Pali, Prakrit, Arabic and Persian.

Item No. 14:

(i) For a proper s-tudy and understanding of the History of India and its institutions, a knowle-dge of the history of such countries as have been in contact with India is necessary. It was therefore proposed that facilities in the shape of foreign scholarships to Indian scholars should be given by the Government of India to enable them to study the history of those countries.

(ii) For a proper study of, and research in, the History of countries which have been in intimate contact with India, it is recommended that a school of Foreign Languages be started.

Item No. 15:

(i) In the interest of popularisation of historical classics, tracts, etc., they be translated into Indian languages and that the work be undertaken by the Universities.

(ii) Since University education will in future have to be imparted either through the medium of the regional languages and/or the national language, it is necessary that teachers of History in the different university centres must be encouraged even from now to attempt writing text-books on History in those languages, and the Conference feels that special subsidies may be given and awards of prizes be instituted by the Universities and the State Governments in the furtherance of this object.

Item No. 16:

As many of the well-known classics in the field of history, both indigenous and foreign, are out of print, it is desirable that the Universities must be asked to bring out a fresh edition of these, particularly cheap editions, so that the young students of History may be encouraged to go to original sources and to develop his historical sense. It is also necessary that Universities which have Departments of History must have their own History Journals incorporating research done under their auspices.

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Item No.17:

The Conference was of the view that at present there has no need for appointing a Commission of Enquiry into the teaching of History in India.

Item No. 18:

The scope for employment of persons trained in History may be indicated as follows:-

(i) Employment as teachers of History in Schools and colleges.

(ii) Employment in Administrative and Diplomatic Services.

(iii) Employment in Social Services.

(iv) Employment in Archives and Archaeological Departments, which the State Governments should be encouraged to start and expand as early as possible.

Vocational guidance to such persons should be given through Employment Bureaus which should be established in all Universities.

Item No. 19:

For all Services, knowledge of Indian History should be made compulsory.

Item No. 20:

The National Archives of India has brought forward a scheme of awarding 6 scholarships for PH.D. students of Indian Universities working at the National Archives but registered at their respective Universities. The co-operation of the Universities is being sought in this matter, and the scheme will be underway in June 1954. The fellowship of Rs. 125/- each, it was feared, was not adequate to meet the cost of living of the students in Delhi and to attract the best type of boys for the implementation of the Scheme. It was therefore, proposed that the fellowships be raised to Rs. 200/- as in the case of the scholarships awarded by the Ministry of Education in Humanities. Facilities by way of micro-film copies and photostat copies of records should always be given by the National Archives to Universities and students at a concessional price. (It is noted that National Archives is already supplying such copies at concessional price).

While it is realised that field archaeology should form an integral part of courses relating to ancient Indian History, the Department of Archaeology is not at present equipped to impart such training to a considerable number of students. There are, however, Universities, which are doing notable work in field archaeology. Such Universities should be asked to see if they can possibly make this a part of their post-graduate history course.

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~~EEEEEE~~. Further, there should be periodical conferences and exchange of views among the officers of the Department of Archaeology and teachers in the Universities, who are in charge of excavations. Further, such teachers from the Universities should be deputed periodically, say once in three years, for intensive training in the Department of Archaeology. Again, officers of the Department of Archaeology should be invited by the different Universities concerned to deliver lectures on the specialised, technical and popular aspects of archaeology.

Item No. 21:

At present, there is little information available in India in regard to the institutions in other countries interested in the different branches of historical research. It is felt that the Ministry of Education, if necessary with the help of Unesco, should act as liaison between the Indian institutions and the foreign ones. Personal contacts should also be encouraged wherever possible.

Item No. 22:

With a view to popularising the study of history, it is desirable to organise lecture courses in the various parts of the country, dealing with various aspects of general and local History. These lectures can be followed up by the publication of small handbooks on the lines followed by the Mysore University.

Students should be taken to ~~important historical monuments~~ and museums, if they exist in the vicinity.

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Appendix 'B'.

Sub-Committee	Members	Items Nos. of the Agenda referred.
Sub-Committee 'A'	1. Shri N.L. Ahmad (Convener) 2. Shri B.A. Saletore 3. Shri Hira Lal Gupta 4. Shri Sudhakar Chatterjee 5. Shri S.Bhattacharya 6. Shri G.B.Pandya 7. Shri S.N.Das Gupta 8. Shri R.S.Tripathi 9. Shri K.K.Datta 10. Shri R.S.Parikh 11. Shri Sri Ram Sharma 12. Shri B.P. Saxena.	2.
Sub-Committee 'B'	1. Shri Indubhushan Banerjee (Convener) 2. Shri Saxena. 3. Shri A.Ghosh 4. Shri M.Sheshadri 5. Dr. H.L.Gupta.	1,3,18 to 22.
Sub-Committee 'C'	1. Dr. Bisheshwar Prasad. (Convener) 2. Prof. K.S.Bhatnagar. 3. Prof. G.V.Rao. 4. Prof. R.M.Sinha. 5. Prof. M.L.Sharma. 6. Shri B.N.Pande.	4,5,6.
Sub-Committee 'D'	1. Prof. Balakrishnan Nayar. (Convener) 2. Prof. S.Abdur Rashid . 3. Prof. R.Sathianatha Aiyar. 4. Prof. M.K.Narayan Sarma. 5. Prof. M. Rama Rao. 6. Prof. Hari Ram Gupta. 7. Prof. R.L.Vayeda. 8. Dr. S. Gopal.	7 to 17.

MEMORANDUM

Appendix. E.

CENTRAL ADVISORY BOARD OF EDUCATION IN INDIA.

Item No.VII of Agenda.

Twenty-second meeting, New Delhi
12th to 14th January, 1955.

Subject:- To consider the desirability of introducing Basic Education in Anglo Indian and Convent Schools and similar other Institutions.

****

The principles and technique of basic education are recognized as educationally and psychologically valuable for elementary schools. The C.A.B. has recommended the adoption of this system for all elementary schools. If the principles and technique are sound there is no reason why they should not be given a trial, even though in a small measure, in Convent and Anglo Indian Schools. These schools provide education to a large number of children of the upper middle class in major towns of India. In certain respects e.g. standard of smartness, manners and personality-development, these schools act as a model to the general schools where the standard of fees and therefore of qualification of staff etc., is lower.

2. It is, therefore, desirable that at these institutions the new system of basic education should be given a trial. Unless that is done the children of the upper-middle class in cities and towns will remain out of this important national experiment. There will also be a suspicion in the minds of the common people whose children go to the general schools that the technique and principles of basic education are not considered to be sound for the children of the upper-middle class.

3. The suggestion here is not that the Anglo Indian and Convent schools should be compelled immediately to change over to the basic system. What is here suggested is that they should be called upon to join this important national experiment by introducing in some classes this technique. Already crafts are practised as hobbies in some of these schools. These crafts can now be included in the regular curriculum and in some classes the method of co-relation may also be attempted for the teaching of general subjects through crafts. Before this is done selected teachers from these schools may be placed under training in s specially organised camp where the principles of Basic Education and its teachnique should be thoroughly discussed.

4. It is suggested that this recommendation may be made by the Central Advisory Board of Education to the Ministry of Education who should

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call upon the Board of Anglo Indian Education as well as institutions individually to join the experiment. Secondly the Ministry may be requested to organise a Training course for these teachers and to sanction grants to each State Government for assisting these schools for the non-recurring expenditure in giving a trial to basic education.

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MEMORANDUM

Appendix. F.

CENTRAL ADVISORY BOARD OF EDUCATION IN INDIA.

Item No.VIII of Agenda.

Twenty-second meeting, New Delhi,
12th to 14th January, 1955.

Subject:- To consider the desirability of prescribing maximum qualifications and maximum age limits for entry into different grades of Government services so as to check the tendency of drift into colleges and universities for the sake of securing jobs.

***

An important recommendation of the University Education Commission runs as follows:-

"A university degree should not be required for Government Administrative Services. Special State examinations for recruitment to the various services should be organised and should be open to whosoever cares to take them. That this may not unduly add to the work of the Service Commissions, a small deposit may be prescribed for the privilege of taking examination and candidates satisfying a minimum standard of achievement may be entitled to refund. This would remove one of the chief evils of the educational system".

2. At present not only for the highest administrative services but also for a large number of services of the middle and subordinate grades, the minimum qualification is a university degree. Even for posts for which the minimum qualification is a matriculation certificate, candidates holding degrees are often given preference. Consequently there is a general drift into universities of all manner of students irrespective of whether they are suitable for higher education or not. Higher education has become only a stage for obtaining Government jobs.

3. It is doubtful if in any other progressive country in the world has such vocational character been acquired by university degrees.

4. It is, therefore, proposed that for all Government services except the Indian Administrative Service and the Indian Foreign Service, the minimum qualification should be the higher secondary school certificate or the equivalent certificate, and until the higher secondary school certificate is introduced, the high school certificate.

5. The evil will, however, not be checked by merely lowering the minimum qualification because unless the age limit is also lowered, there will always be a time lag between the passing of higher school certificate examination and the minimum age limit for entering services. During this

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period young men will only drift to the universities for want of anything else. There are, however, some precedents of the manner in which this problem has been solved. For example, the maximum age limit for entery into the Armed services is 17 years and for the Navy it is even less. After their selection, the candidates are subjected to an intensive course of training. In order that this training may not be devoid of liberal education, elements of such education have also been introduced into the courses of training.

6. It is, therefore, suggested that for most of the Government services the maximum age limit should be brought to the same level as for the army viz 17 years and there should be provision for two years' training for most of these Government services. This training course should be carefully devised and while it will naturally be a specialised training, it should also provide a leavening of general education. In this way Government departments will be able to get better trained personnel at a relatively impressionable age. To the university will go only such boys and girls as have special aptitude for university education or have high enough ability for competing for the Indian Administrative Service and Indian Foreign Service examination.

7. Unless this is done although the minimum qualification may be a pass in the matriculation or the Higher secondary examination, candidate with higher qualifications will not be prevented from competing with thos with lower qualifications. The present evils will, therefore, continue. For certain classes of services, therefore, a maximum qualification is needed. Only in the case of services where higher qualifications are a necessity there should be no maximum qualification, but in these cases also, if the recruitment is by a competitive examination there should be no insistence on a very high qualification. Otherwise again the scramble for admission to the universities will continue. Since the recruitment will be by a competitive examination no fall in standard need be feared. But a system like this will encourage more attention to private coaching than admission in college or university classes.

8. In order to implement these suggestions the Board should recommend to the Government of India that the Union Public Service Commission, the Ministry of Home Affairs and the State Governments may have a joint conference at which a detailed memorandum prepared by the Ministry of Education on these lines may be discussed.

Appendix ~~IX~~ G - 2(I)D:

MEMORANDUM

Central Advisory Board of Education in India

Twenty-second meeting, New Delhi
12th to 14th January, 1955

Item No. IX of Agenda

Subject:- To receive the report of the International Team on Teachers and Curricula in Secondary Schools.

It will be recalled that at the 20th meeting of the Board held in November, 1953 mention was made of a Project sponsored by the Government of India in collaboration with the Ford Foundation under which a Team of 8 Educationists (including four foreign educationists) were to conduct a survey of Teacher Training and curricula in Secondary Schools in India, Denmark, the U.K. and the U.S.A. The Team assembled in Delhi in September, 1953 and, after completing a tour of India proceeded to Denmark, the U.K. and the U.S.A. The Team returned to India in February, 1954 and, as part of their assignment met leading Indian educationists in the field at a Conference in New Delhi in March 1954 at which their findings were discussed, with particular reference to the recommendation of the Secondary Education Commission which had been published earlier. The report of the Team was finalised thereafter and has since been published. The report is placed before the Board for information.

TEACHERS AND CURRICULA
IN
SECONDARY SCHOOLS

Report
of a
Study by an International Team

With a Foreword

by

Humayun Kabir
Educational Adviser to the Government of India

1954
THE FORD FOUNDATION
NEW DELHI

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FOREWORD

To provide education to all citizens is one of the recognised obligations of the modern State. For financial and other reasons no State has yet found it possible to provide facilities on a universal and compulsory basis except at the elementary stage. Even in a country so prosperous and education-conscious as the U.S.A., compulsory education is provided only up to the age of sixteen. Beyond this stage, facilities for education are being expanded on an increasing scale but till now such opportunities have been provided on a voluntary basis and at the option of the individual or the family.

At first sight, it might, therefore, appear that the most important problems of education, from a national point of view, are those which relate to elementary education. Such a conclusion would, however, be untenable. For one thing, it is not possible to draw any rigid line between different stages of education which imperceptibly merge into one another. For another, all teachers at the elementary level are, products of the secondary schools; while teachers in the secondary stage are, in their turn, the products of universities and other higher institutions. The quality of elementary education thus depends directly on the quality of secondary education and indirectly on the quality of the universities.

While the importance of secondary education in a democratic society is thus beyond question, it has to be admitted that secondary education in India has been considered generally unsatisfactory. Universities complain that the products of secondary education do not come up to their expected standards. The public, on the other hand, often feel that secondary education is not a stage complete in itself but merely a preparation for entry into universities. Because of the unsatisfactory quality of secondary education primary education has also suffered. Since teachers in elementary schools are products of secondary schools, lack of quality in secondary schools has meant poor teachers at the elementary stage.

It must, however, be pointed out that any wholesale condemnation of the existing system of education has little justification. It has its defects but it has also produced many splendid teachers and fine students. In any case, condemnation by itself is of little use. Reform and improvement of any system require careful study to discover defects and to suggest remedies. In the case of secondary education in India, while regional or sectional surveys have been undertaken from time to time, no comprehensive survey for the country as a whole was attempted till the Secondary Education Commission presented its Report in June 1953.

Even while the Commission was engaged in its work, the Government of India had decided on certain steps to ensure that there would be no delay in implementation once the Report was received. In the past, one of the main criticisms levelled against commissions has been that their recommendations are rarely implemented. The Government was determined that this time there must be no occasion for such criticism. One step taken in anticipation of the findings of the Commission was intended to create a greater interest among headmasters of secondary schools by affording them opportunities of exchanging views and experiences. The first Seminar-cum-Camp of headmasters from all over India was held in May-June 1953. A Report of its working will be found in the Ministry of Education publication No. 150 under the title *Headmasters on Secondary Education.*

Another measure was the decision to appoint specialized groups to study in greater detail the major recommendations of the Commission. Since the Commission's Report surveyed the entire field of secondary education, it was, from the nature of the case, bound to be general. Implementation, on the other hand, requires specific and detailed proposals. It was, therefore, necessary that the work of the Commission should be followed up immediately by other expert bodies which would go into specific questions and make concrete suggestions for their implementation. It was with this end in view that an international team of eight experts was appoined to examine in greater detail than was possible in the Commission's general survey the problems of recruitment, selection and training of teachers and the structure and content of the curriculum in secondary schools.

These two problems were singled out for the first detailed study as between them they cover the most basic problems of education at any stage. The efficacy of a system of education ultimately rests on the quality of the teachers. It is, therefore, essential to attract the right type of men into the profession, give them the necessary training and create conditions in which their enthusiasm for the work is maintained throughout their professional life. Equally important is a consideration of the nature of what is taught. This determines not only the body of knowledge acquired by pupils but also the attitude and outlook with which they would approach the problems of life. In fact, this question acquires a special significance at the secondary stage. With the advent of adolescence, differences in ability and interest among children become more marked. They require different types of courses in order to bring out their innate ability. A proper balance between the various interests involves delicate problems of adjustment. Consideration of the structure and content of the curriculum thus leads by a natural step into a detailed examination of the organisation, control and administration of schools. Without a proper appraisal of these issues, the curriculum remains a dead form.

It is my pleasant duty to refer here to the very valuable assistance which we have received from the Ford Foundation in the implementation of these programmes. About two years ago, Dr. Douglas Ensminger and Mr. Philip Coombs expressed the interest of the Foundation in helping our developing programmes of education. After detailed discussions, it was agreed that the Foundation's co-operation would be most effective if it was confined to certain significant sectors of the educational field. It was accordingly decided that the help of the

Foundation would be utilised mainly in accelerating our programme of the reform and reconstruction of the system of secondary education in the country.

The international team to recommend measures for improving the quality of teachers and of the curricula in secondary schools was appointed in terms of this decision. Members of the team included four from India, two from the U. S. A., one from England and one from Scandinavia. The team travelled extensively in India and visited countries so widely different in background and development as Denmark, the U. K. and the U. S. A. These countries were selected according to a definite plan. Denmark represents a primarily agricultural community, while industrialisation has perhaps gone farthest in the U. S. A. The U. K., in spite of its high industrialisation, stands somewhere between the two. It was felt that a comparison of the methods and practices in these three countries would enable the team to frame proposals relevant to the fast changing economy of India.

The present volume embodies the results of the team's study and observation. The individual members came with widely divergent backgrounds and many initial differences in approach and outlook. Living together as a team, differences were ironed out and each member sought to enter into the spirit of his colleagues. In the end, they have produced a report which is unanimous and represents, as the convener has pointed out with justifiable pride, "a truly co-operative effort on an international scale". I would like to place on record my warm appreciation of the service which the members of the team, and particularly the friends from abroad, have rendered to the cause of secondary education in the country.

I have already mentioned that the appointment of this international team was in accordance with the programme settled between the Government of India and the Ford Foundation. It may, therefore, well be called the first Government of India--Ford Foundation Education Project. A second project is also under way and will take the shape of ten seminars for headmasters of secondary schools, where they will discuss not only the Report of the Secondary Education Commission but also the findings of the international team. They will also have before them the report of the all-India seminar held last year. It is felt that these discussions will not only stimulate fresh interest among headmasters but also enable them to frame specific programmes of reform for their own schools.

I must not, before I conclude, fail to refer to the constant co-operation and help we have received from Dr. Douglas Ensminger and Dr. F. C. Ward in working out these projects which, I am confident, wil have a cumulative effect in bringing about a reorientation of outlook an help in the early reconstruction of secondary education in the country.

4th May 1954 HUMAYUN KABIR

PREFACE

The Secondary Education Commission appointed by the Government of India presented its Report to the Ministry of Education in June, 1953. In this Report far reaching recommendations were made looking toward a major reconstruction of the programme and structure of Indian secondary education. Although many of the Commission's recommendations are implementing in character, it was felt that further study was desirable in order to work out in greater detail the implementing steps necessary to put the major recommendations into effect. For this purpose the Secondary Education Project Team was appointed by the Government of India and funds for support of the team's study were provided by the Ford Foundation.

In composition* the team was international in character, being made up of four Indians, two Americans, one Englishman and one Scandinavian, all having co-equal status as members of the team. Dr. Edward A. Pires, Vice-Principal of the Central Institute of Education, Delhi, was designated by the Ministry to act as convener. Assembling in Delhi on September 10, 1953, the team remained constantly together throughout its work and travel covering the period up to March 19, 1954.

In setting forth the framework of reference, directives and general methods of operation to be followed by the team, the following points of major significance were made by the Ministry.

First, the team was instructed to regard the Report of the Secondary Education Commission as a general framework of reference. It was made clear, however, that the team should feel free to make recommendations on matters not specifically dealt with in the Commission's Report, if such matters were directly related to the implementation of the Commission's recommendations. It was likewise made clear that the team, while having responsibility for formulation of recommendations implementing the Commission's Report, was free to disagree with the Report and to express this disagreement where, in its opinion, such expression was desirable.

Second, the team was instructed to consider the Commission's Report as a whole but to give special attention to two aspects of the Commission's recommendations,—namely, the problems having to do with the status, recruitment, selection and training of secondary school teachers *and* those having to do with the organization, control and administration of the structure, content and methods of secondary education.

Third, the team was directed to travel and observe secondary schools and teacher training institutions in action in India, Denmark, the United Kingdom and the United States, for the purpose of seeking clues in policy and practice which, by adaptation, might find application in the solution of problems of Indian secondary education.

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* See Appendix IX

Proceeding from these general instructions, the team has visited over two hundred public and private secondary schools, teacher training institutions and institutions of higher education in the four countries named above. In addition, it has visited briefly in West Germany, Hawaii and Japan, in connection with necessary travel. It has conferred and had the advantage of the experience and thinking of hundreds of education officers in government service, school inspectors, headmasters and principals; classroom teachers, officers of teachers' associations, officers and members of boards of education and other educational authorities, teacher trainees, students and parents. From these sources of direct, "on-the-spot" observations, supplemented by discussion, reading and the team's collective experience, have been drawn the recommendations constituting the body of this report.

The team adds three other observations of pertinent interest to readers of this report. *First,* all of the recommendations set forth in the report are regarded by the team to be implementing in character. They are of two kinds, however,—those which are capable of relatively immediate application and those which have a more long range significance but are not less implementing of the Commission's Report because of this fact. It has not been deemed necessary or desirable to separate these two categories of recommendations in the body of the report since, to do so, would place them in juxtaposition with each other and remove them from the context into which they are woven. *Second,* the team decided early in its work that neither time nor energy available to it would permit extensive efforts to deal with all of the varied recommendations of the Commission. It deliberately chose, therefore, to be selective of the problems to be dealt with, and the three broad areas chosen are reflected in the corresponding three main parts into which the report has been divided. *Third,* the members have worked throughout as a team. They have travelled together, lived together, visited and observed together, worked together and thought together. This constant sharing of daily living and the development of communication within the team, more than anything else, have accounted for the lack of any dissenting opinions in this report. Initial differences of opinion, strongly held and vigorously expressed, have found their common meeting ground in consensus as a result of free give-and-take of discussion.

This report is respectfully submitted with the hope that it may serve, in significant measure, the purpose entertained by the Government of India when it appointed the Secondary Education Project Team,—the improvement of secondary education in India.

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HAROLD C. DENT
K. KURUVILA JACOB
LESTER W. NELSON
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PART I : TEACHERS

SECTION A

STATUS

We agree with the Commission that "the most important factor in the contemplated educational reconstruction is the teacher" (p. 155)*. It is our opinion that unless this factor receives adequate consideration there is little use in proceeding with other reforms.

The Commission says, "During our tour, we were painfully impressed by the fact that the social status, the salaries, and the general service conditions of teachers are far from satisfactory. On the whole, their position today is even worse than it was in the past. It compares unfavourably not only with persons of similar qualifications in other professions, but also, in many cases, with those of lower qualifications. They have often no security of tenure and their treatment by management is, in many cases, inconsistant with their position and dignity. The same story of woe was repeated at every centre by Teachers' Organizations and by responsible headmasters and others interested in education." (p. 155).

Our experience tallied with that of the Commission. We wish to add two further observations. *First*, that the attitude of administrative authorities towards teachers and in particular towards teachers' organizations was frequently paternalistic rather than democratic; and *second*, that the professional level of teachers was all too often below that required for their important task and hence in itself, tended to result in lack of confidence on the part of administration, management and the general public. We found, in short, a vicious circle.

Although all that we have just said is essentially negative, we realize that what is needed is not a mere attempt to right wrongs but a positive approach to the problem of the teacher. The teacher is presumably a person who has something to give. He should work in conditions that call forth the best in him and enable him to give that best most efficiently.

Teachers can never function merely mechanically. Even the least independent of them carrying out a rigidly prescribed syllabus faces a recurring need for creative imagination and improvisation, for the simple reason that each pupil differs from all others and presents a particular problem in human relations and in teaching technique. Nor can any but a very bad teacher be wholly lacking in inspiration. He must have some sense of human and social significance of his task, some feeling of mission, if he is to give his pupils something of value. This leads us to two conclusions. The first is that the educational system must provide the teacher with those minimum standards in living and working conditions below which he cannot continue to give his best. The second is that the importance and the creative nature of his task must receive due recognition both in theory and administrative practice. The first conclusion requires implementing chiefly by measures that will improve the teacher's *economic status* ; the second, largely in measures directed to helping him achieve requisite *professional and social status.*

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*All references in this report, unless otherwise designated, are to the Report of the Secondary Education Commission.

ECONOMIC STATUS

The salaries of Indian teachers, as the Commission points out, are lower than those of persons of similar qualifications in other professions. Their disadvantages in this respect are greater than in the other countries we have visited. There is, to be sure, both in Europe and in the United States, some gap between what teachers receive and the rewards of equally qualified persons in other occupations, but this gap is smaller than in India and more easily bridged by the other attractions which the profession offers. Excepting the field of science, where the competition of engineering industries is particularly strong in the present conditions in the West, educational authorities generally consider that they are receiving a more nearly fair share of able young men and women leaving school and college than is the case in India. There is also some difficulty in securing teachers of crafts, but in most of the areas we visited, teaching offers salaries sufficiently near to craftsmen's earnings to bring a fair number of craftsman into the schools. In India we found that the skilled craftsman earns several times as much as he would earn by becoming a teacher, and it is thus difficult to attract him to the profession.

We find even more startling disparities if we compare Indian and Western teacher salary needs. In Western Europe and the United States the teacher receives enough to supply him and his family with the necessities of life: teachers are adequately nourished, clothed and housed, and they generally have provision both for sickness and old age. Their economic status is, in short, equal to or not far below that of other public employees with similar qualifications. There is, furthermore, general parity between teacher salaries in government and private educational establishments.

Our conclusion is that teacher salaries in India are intolerably low and that there can be no hope for substantial educational progress unless they are appreciably raised.

1. **Declaration of Salary Policy.** *We recommend that both the Centre and the States declare it to be their policy to bring the economic level of teachers up to that of similarly qualified persons carrying out other public work of comparable responsibility.*

We realize that this goal cannot be reached in the immediate future since the resources are not at hand to rectify at once the historic injustice done to teachers, but we believe that such a declaration of policy and some immediate moves towards its fulfilment are necessary and would do much to encourage teachers.

2. **Salary Committees.** As the Commission has pointed out (p. 155), teachers' salaries are not only low, but they also fail to follow the principle of equal pay for equally qualified and responsible posts

within the profession itself, for parity does not exist between Government and privately owned schools. The Commission, therefore, is of the opinion that :

> "teachers possessing the same qualifications and performing the same type of work should be treated on a par in the matter of grades of salary irrespective of the type of institution in which they are working" (Rec. 5, p. 175).

The Commission furthermore says :

> "We, therefore, strongly urge that the States should appoint special committees to review the scales of pay of teachers of all grades and make recommendations that meet, in a fair and just manner, the present cost of living." (P. 159).

In Denmark and the United Kingdom, and in increasing measure in the United States, we found regular machinery in operation for settling salaries through negotiations between teachers and employers. The system in use in England and Wales seems to us particularly worth studying and we have included an outline of it in the Appendices (See Appendix I).

We recommend the following supplementary steps in addition to those contained in the Commission's recommendations on *Salary Committees.*

(*i*) *The State Salary Committees might profitably include representatives of the respective education departments, finance departments teachers' organisations, headmasters' organisations, local school boards and private school managements, and have as chairman a person, not in government service, who has knowledge of educational finance.*

(*ii*) *States might consider the advisability of setting up some organized form of pooling and discussing experiences and views on this question as well as seeing it from a wider angle.*

Insurance and Pensions. In Denmark and the United Kingdom teachers are safeguarded against ill-health and old age. In the United States, in common with all citizens, they have provision against old age and in increasing measure they are being safeguarded against ill-health as well. We find the scheme suggested by the Commission in its Appendix IV of great interest and agree with the recommendation that

> "In order to relieve teachers from anxieties about their own and their dependents' future which will affect the efficiency of their work, the system of triple benefit scheme, pension-cum-provident fund-cum-insurance, should be introduced in all States" (Rec. 7, p. 175).

3. Age of Retirement. The age of compulsory retirement of teachers in Denmark is sixty-five, in England and Scotland sixty-five, and over most of the United States sixty-five or seventy. We consider compulsory retirement of teachers at fifty-five undesirable, even having regard to the different conditions of life in India and the West.

We recommend that the age of compulsory retirement of teachers should not be earlier than sixty and that, with the approval of the Director of Education, it may be further extended.

Private Tuitions. The Commission points out (p. 163) that the most usual form of remunerative work teachers undertake outside school hours is that of private tuitions, and that this practice "is attended with severel evils". We agree with this view and consider that steps should be taken to eliminate these evils, but we see no other effective and admissible first step but that of increasing teacher salaries. (See further discussion of private tuitions under *Professional Status*).

Additional Employment. The Commission suggests (p. 163) that States consider the possibility of offering teachers paid employment outside the regular school work, for instance, in rural reconstruction projects. We endorse this suggestion in so far as the teacher has not already a load of work that makes any addition injurious to his health and efficiency, and in so far as additional employment involves the use of his teaching skill and experience. As economic and cultural conditions generally improve, there will arise a need for the help of the teacher in a number of fields, such as libraries, vocational guidance, adult classes, or part-time courses. This kind of work has the added advantage of bringing him into closer touch with the community. We found the latter practice particularly well developed in Denmark where recreational, cultural, and vocational or semi-vocational courses exist in rich profusion and offer spare time employment to teachers within their professional field.

4. **Special Posts within the School.** In all the countries visited we found systems of making special paid posts of higher responsibility in the schools available to teachers on the basis of proved ability, experience and seniority. Examples are charge of "houses", headship or directorship of subject departments, guidance of teacher trainees. Headships and assistant headships may be considered as a final stage of such promotion within the school.

We recommend that education departments and managements give consideration to working out schemes which will provide for the promotion of the most competent teachers to posts of higher responsibility within the school. (See further discussion under *Professional Status*).

5. **Salary Increments through improved professional qualifications.** Salary increments following on length of service are a common feature of Indian and other educational systems. In the European and American systems we visited we also found increments granted for academic or professional qualifications gained through in-service training. This might take place in summer schools, evening classes or courses taken during a leave of absence. Universities, training colleges and education departments all offered such opportunities and encouraged teachers to make use of them.

We recommend that education departments consider ways and means of helping teachers to obtain in-service training and recognising the improvement in their professional and academic qualifications by suitable salary increments.

An American example of a system of increments not dependent solely on taking courses is given in the Appendices (See Appendix II).

Other amenities. The Commission recommends (p. 161) giving teachers a number of other amenities in addition to salary. This recommendation seems to us to open up both a question of policy and a question of expediency. There is an opinion regarding salary policies, specially in some Western countries, that teachers must be placed on an equal footing with other citizens. The goal to aim at according to this view, is that teachers should be adequately paid and thus enabled to stand on their own feet and dispose of their salaries as they see fit between necessities and amenities of their own choice. They should not receive special amenities that put them in a category apart, least of all a category that is the recipient of charity or patronage. Whatever teachers receive in lieu of money salary, they should receive as part of a contract which respects their dignity and independence and as a necessary element in their working conditions.

There is another way of looking at the teacher, which is consistent with the *guru* tradition in India. In this tradition, the teacher was a man dedicated to a high calling and was revered for it. His simple material needs were met by gifts from those who honoured and loved him for his wisdom and his teaching. He was in some measure a privileged person for the very reason that he gave out of his devotion and beyond anything that might be called a contract.

In India today, high talk about the teacher as a *guru* ill accords with the treatment he all too commonly receives, nor do all teachers carry out their task in the *guru* spirit or have the qualities that merit the venerable title. Under the pressure of modern life and with education becoming more and more an organized public responsibility, it also becomes the duty of government to secure a fair living standard for teachers and their families. No reference to the *guru* tradition is acceptable as an excuse for not fulfilling this obligation. With the need for a large and growing number of teachers, it would be unrealistic to expect them all to be dedicated souls or to deny that humbler motivation, spurred by material reward, can play a fruitful part in meeting an expanding demand for education. It would be a mistake to conclude that nothing remains of the *guru* tradition or to fail to recognize it as an element in the Indian heritage. From the point of view of those seeking to cherish and revitalize the tradition, to grant the teacher, in addition to his monetary salary, amenities that give him in some measure a special position, is not to lower his status but to raise it. It restores in some measure the time-honoured relationship between him and the people among whom he works.

The two points of view lead to different policies regarding teacher's salaries and amenities. Adherents of both views should find it easy to agree on providing special amenities in present circumstances when resources are not at hand to give adequate money payment. Agreement should be still easier in regard to amenities such as housing which improve the teacher's working conditions and the likelihood of obtaining better results in the school.

These amenities given to the teacher must be looked upon as his right and as part of his necessary working conditions. The choice between raising salaries to a level where expenditure on amenities can be met out of them on the one hand and continuing the amenities as equivalent to part of the increase in salary on the other, should be decided in consultation with teachers' organisations when circumstances change. As the general economic conditions improve and as industrialization advances it seems to us that the first point of view may become an increasing factor in Indian thinking. States will presumably decide on their policy regarding provision of amenities after consideration of both these views.

Free Education of Teachers' Children. The Commission recommends that "the children of teachers should be given free education throughout the school stage". (Rec. 10, p. 175).

We endorse this recommendation as a temporary measure.

Housing. The Commission recommends that "through a system of co-operative house building societies, teachers should be provided with quarters so as to enable them to live near the school and devote more time to the many-sided activities of the school." (Rec. 11, p. 175).

We endorse this recommendation as a temporary measure.

The Commission prefaces this recommendation with a note on the difficulty of obtaining accommodation near schools, particularly in rural areas and especially for women teachers. In another part of the Report (p. 199), the Commission emphasizes the benefit to the school of having the head and at least some of the teaching staff in residence close by, and recommends that the state should help to start co-operative building societies as well as give building loans to managements on easy terms. Our exprerience tallied with the Commission's regarding housing difficulties and we noted that in Denmark, heads and assistant heads of rural schools are regularly provided with housing at a low rental as a part of their contract.

6. **Medical Care and Treatment.** The Commission recommends that teachers "should be given free medical attention and treatment in hospitals and dispensaries." (Rec. 13, p. 175).

We further recommend that a regular system of health insurance with contributions from the employer and the employee, be the goal at which to aim.

Travel concessions and leave. The Commission recommends that "teachers wishing to go to health resorts or holiday camps or to attend educational conferences, seminars, etc., should be given travel concessions and leave facilities." (Rec. 12, p. 175).

We regard attendance of teachers at conferences, seminars or other professional meetings as a part of their professional duties, and consider that their expenses in carrying out these duties should be regarded as recognised expenditures. Furthermore, we believe that travel concessions should be granted to schools to encourage such activity and that schools should encourage teachers by granting them leave facilities as well as the benefits of the travel grants.

The Headmaster. As the Commission says (p. 163), "On him the proper working of the school ultimately depends".

Wherever we visited educational institutions, the truth of this statement was borne in upon us. It is equally true of heads of training colleges and of schools. We wish to support the recommendation that "in order to attract persons of the right type to the responsible position of the headmaster, the emoluments of the post should be made sufficiently attractive." (Rec. 18, p. 176).

We have given two brief outlines of salary policy regarding headmasters in the appendices (See Appendix III).

PROFESSIONAL STATUS

Agreeing that priority must be given to the teacher's economic status, we are no less aware of the importance of the teacher's professional status. We further realize that this is something which is largely internal to the profession, although certain external factors and conditions are also important.

Responsibility of the Profession itself. We believe that unless the profession creates a certain status for itself, which is reflected both in the personnel and the kind of work that is done, it cannot hold its own either economically or socially, nor get the recognition it needs. We must face up to the fact that it is teachers and educators themselves who are mainly responsible for the professional status of teaching. As the guide book, How Can We Get Enough Good Teachers ? published by the National Citizens Commission for the Public Schools (United States) puts it : "The status of teachers, in a community or a society, is an intangible factor for which teachers themselves are primarily responsible. They, like anyone else, must earn recognition—it cannot be handed to them." This statement is as true of communities and teachers in India as in the United States or anywhere else.

The Teacher. To earn recognition, the teacher must have academic and professional competence of a high order. This competence is not something to be measured simply by the degrees he holds, but rather. by his mastery of the subject he teaches and the methods he employs. Equally important is the adequacy of the teacher as a person and his attitude to his work. Unless he himself takes a pride in the job he is doing and is alive to its importance, teaching cannot enjoy a high professional status. It is only when such a conviction on the part of the teacher is deep-rooted and his confidence in the value and significance of his work is firm and dominant, that he is likely to develop the personal qualities that are necessary to fulfil his mission. It is nothing more than a cliché to refer to teaching as a "calling" or a "mission" when the profession receives such poor recognition. Teachers cannot escape the fact that unless *they* look upon teaching as a calling which demands devotion, it can never achieve real importance or receive recognition by society.

7. **Appeal to Teachers.** *We recommend that the Centre and the States make an appeal to teachers in connection with the proposed declaration of salary policy (See our Recommendation 1). The appeal should call upon teachers to do their part in raising the status of the profession and underline the necessity for them to win recognition by their own efforts.*

8. **Tenure.** Conditions of tenure are of basic importance for both the economic and professional status of teachers. The Commission (p. 160) points to a number of causes of complaint that teachers now have in this matter, at times amounting to shocking abuses of the teacher or "humiliating treatment" of him, and sums up the general position as unsatisfactory. Our experience supports this view.

The Commission (p. 160) also points to the other side of the question—the duty of teachers to set a high example of personal and professional integrity.

In the foreign countries we visited, teachers enjoy a far higher degree of security than their colleagues in many parts of India. But security of tenure has not been an easy problem to solve anywhere, and in most areas it still presents occasional difficulties. What we can say in brief summary is that the greater we found the strength and the sense of responsibility of teachers' associations, the more satisfactory was the position regarding tenure. The strength of the associations upheld the security, and their professional responsibility insured that teachers did not abuse the security. The two factors went, and plainly must go, hand in hand.

There is here, in our opinion, a corollary to be drawn: the most likely way to achieve a satisfactory solution of the tenure problem is the positive way of basing it on the sense of responsibility of the profession rather than the negative way of primarily seeking safeguards against abuses of security by individuals. As a corollary to this again, teachers' associations must justify such trust or face a disastrous loss of public confidence and a consequent set-back in their status.

We agree with the Commission that "after confirmation, a teacher should normally be continued in service till the age of retirement." (p. 156).

We further recommend that State education departments, in consultation with teachers' associations and other interested parties, draw up tenure systems that will give teachers in non-government schools security of tenure on a par with that of their colleagues in government service.

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Boards of Appeal. The Commission recommends that "Arbitration Boards or Committees should be established to look into the appeals and grievances of teachers and to consider matters relating to supervision, dismissal, etc." (Rec. 8, p. 175). We agree with the recommendation, but suggest that some other name be used for these boards—*appellate panel* might be suitable—since, once a clear set of tenure rules is drawn up, their function will be fact-finding rather than arbitration. We wish also to register a different outlook from that which seems to us implicit in the motivation for such boards given on p. 160 of the Report. We do not consider that teachers should be "punished" or that they should be suspended, dismissed or in any way demoted on any other motivation than the need of obtaining for the school the kind and amount of service called for by the teacher's contract. It seems to us unacceptable that one party to a contract should have the right to act as moral preceptor to the other party.

9. **The Headmaster**. "The reputation of the school and the position it holds in the society depends in a large measure on the influence that he exercises with his colleagues, the pupils and their parents and the general public. Similarly, the discipline of the school and its *esprit de corps* are his special responsibility." (p. 163). The head can, therefore, do a great deal to maintain the professional status of teaching. He must, indeed, not only be a good administrator and organizer, but he must continue to be a good teacher, adding to the enthusiasm and freshness of his earlier years the greater competence and maturity that he has since achieved. In his relations with pupils, parents and colleagues, he must reveal that sense of purpose and devotion that need to be the spirit of education. If that purpose gets lost in administrative detail the school is doomed to medicority. Duties of administration must not be allowed to come in the way of his personal contacts with pupils and teachers and with his own further studies.

We recommend that the headmaster, because he holds the key position in the schools, be given adequate administrative, clerical and book-keeping assistance to enable him to fulfil his many-sided task without prejudice to his health or opportunities for personal contacts with pupils, colleagues, parents, and the surrounding community.

10. **The Teacher's conditions of work**. Teaching cannot be mere mechanical routine; it must release and use creative forces in the teacher. That can happen only if the teacher is master in his own house, if he enjoys an adequate measure of freedom and autonomy. He must not be rigidly bound by syllabuses and rules and regulations, but must be free to work out his own syllabus within a broad frame-work and develop his own methods. This means, on the one hand, that no rigid, detailed syllabus should be imposed upon him either by the headmaster or the education department, and, on the other, that he should have sufficient time for planning his work and evaluating the results by keeping systematic records.

Our experience in some of the schools visited on our tour exemplifies this. We may mention particularly the experimental school run by the municipality of Copenhagen. Teaching in this school was essentially

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vital and the headmistress and teachers worked together with a sense of purpose and responsibility. Each was free to work out his or her own syllabus and was given special time both for planning and evaluating the day to day work, as well as for joint staff conference.

The best secondary modern schools we saw in England illustrated the same point. In a secondary modern school for girls in Bristol, for instance, we saw excellent work being done in the social studies, language and literature with the less academically gifted pupils. The girls were doing independent work, using books intelligently and systematically. One key to the success and the general enthusiasm lay in the fact that the teachers of these subjects were left free by the headmistress to plan their work on their own lines and were given time for doing so.

The schools in Tennessee in the United States, made us realize in another way the importance of planning and the provision of time for planning. An extra month is considered necessary for the teacher to plan his work, to take part in committees and conferences and to prepare teaching materials. As a result, the syllabus bore the stamp of the teacher's personality and he made every efforts to enrich it by means of teaching aids, collections of specimens, pictures and reference reading.

We recommend that teachers should be given wide freedom and facilities to work out their own syllabuses and methods, and that time should be provided for them to plan and evaluate their work and to organize conferences for discussion and co-ordination of their findings.

11. **Encouragement of initiative throughout the educational system.** Rigid restrictions in the form of detailed syllabuses, rules and regulations externally imposed upon the teacher in the interest of efficiency, tend to deprive the educational system notably of quality but even of efficiency itself. Efficiency will only come from the teacher's own sense of purpose. If that sense is not there, regulations can achieve little ; if it is there, they can do a great deal of harm. In the whole gamut of relations between the teacher and the head, and between them and the school management on the one hand, and the education department on the other, there must be as much autonomy as possible. The school must be a co-operative endeavour, the teachers having a share in determining its day to day conduct. The detailed syllabus and plan of work, for instance, should arise out of joint discussion between the head and the teaching staff as should the programme of co-curricular activities. Similarly, the department of education must encourage initiative in the schools in matters of syllabuses, daily routine and organization of both classroom and co-curricular activities. A positive attitude on the part of the education department and its officials of helping each school to grow and to develop rather than a negative attitude of trying to make them conform to a standard pattern will, in the long run, lead to better schools and better teachers.

We give in the appendices, an example from the United States of how teachers can take part in the planning and policy making in the school. (See Appendix IV).

We recommend that the principle of autonomy and initiative be applied to relationships throughout the school system.

Teachers' Organizations. The professional status of teaching cannot be high unless teachers play their role in the shaping of educational policies. The education departments should consult teachers through their organizations on all matters of policy. This implies the existence of comprehensive teachers' organizations, which are concerned not merely with the problems of salary and conditions of service but also with problems of professional nature.

On our tour in India we could not help observing that, except in a few rare cases, the main pre-occupation of the teachers' organizations was the economic status of the teacher. Matters of professional interest leading to improving the quality of education, were seldom mentioned by the representatives of teachers' associations who met us. We think that in this respect a two-fold change is necessary—teachers and their organizations must concern themselves with matters of educational policy and the education departments must consult them on such matters.

A possible way of improving the status of the teaching profession is the creation by teachers of a professional teachers' register similar to the professional registers maintained by the medical and the legal professions.

12. **Role of Professional Associations.** In Denmark, the United Kingdom and the United States, teachers' professional associations play an important part in creating and shaping educational policy. They have never conceived their role as being limited to advancing the interests of the teaching profession, but have always held it to include also promotion of the welfare of children and improvement of educational facilities for young and old alike.

There can be little doubt that it is largely because they have taken so broad a conception of their role that the teachers' associations in these countries have been able to establish themselves as trusted advisers to and negotiators with government departments and local authorities for education. That they do occupy such a responsible position vis-a-vis statutory bodies we had ample evidence on our tour.

In Denmark the associations, through their headquarters organizations, negotiate directly with the Ministries of Education and Finance, while their local branches negotiate similarly with the local school boards. We were assured that, for example, no questions of salary or tenure would be decided without such negotiations. Representatives of the associations sit as full members on all governmental commissions set up to deal with educational matters.

In England representatives of the principal teachers' associations negotiate their salaries directly with their employers, the local education authorities, by means of a statutory committee. The agreements made by this committee, when approved by the Minister of Education (who may not alter and has never rejected one), become mandatory upon the authorities. The associations have the right of free access to the Minister for deputation upon educational matters of all kinds, and their chief executive officers are consulted in advance about the contents of any regulation made or advisory publication issued by the Minister. Representatives of the associations sit on all national commissions and committees concerned with educational matters. On their own initiative the associations do research, conduct investigations, issue publications, in both book and periodical form, and lead public campaigns for educational advance.

In the United States, where, as in India, public education is a function of the States, the National Education Association exerts its influence largely through its departments which are themselves associations, as well as through the state education associations which are affiliated to it. The National Education Association has close relations with the U. S. Office of Education but since the latter has almost no executive functions there is no cause for the N. E. A. to enter into negotiations with it. But the N. E. A. keeps constant watch on all proposed legislation and presents the views of its members to Senators and Congressmen concerned with such legislation. The National Education Association exerts a powerful influence through its 29 permanent departments, which cover every aspect of education, the numerous commissions it establishes to investigate educational problems, and the joint committees it forms with such bodies as the Adult Education Association of the United States, the American Library Association, and the National Congress of Parents and Teachers.

We recommend that education authorities make a regular practice of consulting teachers, through their properly elected representatives, on educational policies and plans, and that teachers' organizations realize their responsibility to concern themselves with professional as well as economic questions.

13. **Subject Teachers' Association.** Every endeavour should be made in India to build up the numerical strength and broaden the objectives of teachers' associations. Subject teachers' associations established for the purpose of a study of the problems of the organization, content and methods of particular subjects would go a long way towards broadening these objectives.

We recommend that subject teachers' association be established both at the state and the national levels.

14. **State Aid to Teachers' Organizations.** If teachers' associations are to function effectively in all these fields, they will need sufficient financial resources for their routine activities as well as for special activities like the periodical holding of seminars, the publication of pamphlets embodying special studies undertaken, the maintenance of libraries, etc.

We recommend that State governments consider making grants, preferably in the form of block grants, to responsible associations with a view to *helping them to establish their headquarters and to conduct their various activities. Such grants should be made without conditions restrictive of their freedom ; otherwise the very purpose of the grants will be stultified. The grants might be made on the assumption that an association would do its utmost to become self-supporting within an agreed period.*

It is of interest to note that, when in 1857, an invitation was extended to all teachers in the United States to combine in a national association, it was asserted that "To the direct agency and the diffused influence of (the State) Associations, more perhaps than to any other cause, are due the manifest improvement of schools in all their relations, the rapid intellectual and social elevation of teachers as a class, and the vast development of public interest, in all that concerns the education of the young."

15. **Vertical Teacher Organization.** A factor which contributes in no small measure to a lack of proper professional status in teaching is the rigid discrimination within the profession itself, college teachers looking down upon secondary school teaching as something lower and less important, and secondary teachers looking down on primary school teaching in the same manner. The entire process of education must be looked upon as an integral whole, where each stage naturally leads to the next and is, in a sense, integrated with it. We noticed, as we toured in India, that there were very few teachers' organisations—the South Indian Teachers' Union is an outstanding exception—which brought within their scope teachers of all three or even of any two levels. The All-India Federation of Educational Associations which gives equal importance and weightage to teachers of all stages and to all phases of education is another worthy example, and we feel that the pattern it embodies should be reproduced at the State, city and district levels. It would give teaching a stable professional status if all teachers could occasionally meet on a platform to consider questions which affected the profession as a whole. In this connection we would like to mention that we were particularly impressed by the National Union of Teachers in England which brings primary, secondary and technical teachers together and by the National Education Association in the United States which effectively brings together, administrators, principals and elementary and secondary teachers. A vertical organization is posssible when the qualifications and the attainments of teachers at the different stages do not differ radically. In India, this difference, and especially the use of English as the medium of communication at conferences, meetings, etc., has come in the way of the establishment of teachers' organizations that can operate vertically, for the primary teacher not knowing English is not in a position to participate in the proceedings conducted in English. Now that, in the new set-up, there is a tendency to use the regional and national language at conferences more frequently, the establishment of common teachers' organizations on a vertical basis should be possible.

We recommend that the national, state and local associations consider ways and means of integrating the separate associations at each level that exist at present.

We also recommend the formation of an all-India association of teachers that can perform effectively for Indian education functions similar to *those of the national associations of Denmark, England and Wales and the United States.*

Advancement within the school. It is necessary that the teaching profession should have an organised structure, making advancement in terms of posts of greater responsibility possible within the school itself. Provision of such posts which do not take the teacher out of the classroom (such as teachers of classes where experimental work is done or heads of subject departments) as well as of supervisory and administrative posts in the school would lead to a more systematic organisation of work and make it possible for competent experience to earn recognition in a tangible form. Such organisation would, in the long run, raise the professional status of teaching. (For our recommendation in this matter see Recommendation 4).

Private Tuitions. The question of paid private tuitions is necessarily connected with the professional status of teaching. Private coaching within limits and in exceptional cases has its place, but when it becomes a common practice and pupils in large numbers come to depend on it and teachers to encourage it, it is a sign that something is wrong with the education imparted in the school. One thing tha is positively wrong is the large size of classes, making individual attention impossible even by devoted and able teachers. The school itself should be able to make some provision for the exceptionally gifted pupils at the one end and the slow learners at the other end, either by better grouping or by providing special opportunities, such as special classes under teachers selected by the head. The *raison d'etre* of private coaching should be the *pupil's need* in exceptional circumstances and not the teacher's need to supplement his income. The widespread practice of private tuitions in India may have helped to supplement the teacher's income, but it has led to a deterioration of the status of the profession and made both pupils and the public suspicious of the value and genuineness of what is being done in the classroom.

It places the teacher in the wrong position to be a supplicant for favour from his pupils' parents, asking for work that he should have done as part of his normal duties but has failed to do. Rules and regulations abolishing or restricting private coaching may diminish the evil but are not compatible with the dignity and freedom of the teacher and can in any case not be completely effective. What is far more important is the moral pressure that teachers themselves will feel in the interest of the dignity of their profession. We expect that with better salaries and better conditions of service, teachers themselves, realizing the potential dangers of this practice, will in an organized manner decide to give it up. It is the responsibility of teachers' organizations rather than of departments of education to see that private coaching becomes the occasional exception and not the general rule.

SOCIAL STATUS

Given proper economic and working conditions and a high professional status, teachers will obtain adequate social standing without special measures directed to that end. We do feel, however, that it is desirable that those who by virtue of the position they hold in the community, are able to influence public attitude, should be aware of the importance of the teacher's role in society and should give suitable expression to this awareness.

SECTION B

RECRUITMENT

We have already indicated our agreement with the Commission in its judgment that the teacher is the most important factor in the reconstruction of Indian secondary education. We register our further accord with the Commission's opinion that, for this reason, the teacher's personal qualities, his educational qualifications, his professional training and his status are matters of utmost concern.

These considerations support the emphasis we have sought to give to the problems of recruitment and selection of teachers, as well as their status and training. If Indian secondary schools are to be staffed with the kind of trained teachers which the needs of secondary school youth require, and in such numbers as the situation demands, effective means must be found for recruiting large numbers of able young people to the profession.

Twofold aspect of the Problem. The problem is twofold ; it has a quantitative aspect and a qualitative aspect. To furnish the schools with adequate numbers of teachers requires effective means of *recruitment.* To furnish the schools with the kind of teachers desired by them requires that effective means of *selection* be employed. As long as teacher demand continues to exceed supply, it is obvious that effective processes of selection cannot operate. Under such circumstances, schools will continue to employ, and children will continue to be taught by, relatively unqualified teachers, many of whom lack the requisite personal and academic qualifications for effective and dynamic teaching.

It is our considered judgment that an essential point of beginning on the problems of educational reconstruction is the successful recruitment of substantially larger numbers of able young people to the teacher training institutions. Until this can be done, no selective processes worthy of the name can be used. Unless worthy standards of selection of trainees can be used, the training institutions will continue to be a place of refuge for the unfit and the mediocre, and the quality of training will be depressed. We see no other realistic approach to the total problem of providing the schools with adequate numbers of qualified, trained teachers than that of bending every effort towards recruitment.

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The Increasing Need for Secondary Teachers. It is pertinent, we believe, to point out that present and foreseeable needs of Indian secondary education require a vast increase in the numbers of able young people in training to become teachers. The Ministry of Education, Government of India, in its *Quinquennial Review, 1947-1952, Progress of Education in India*, indicates that during the five-year period, the total number of middle schools increased from 8,294 in 1946-1947 to 12,124 in 1951-1952, and, during the same period, the number of high schools increased from 3,659 to 7,538. The same report indicates that the number of students on the rolls of the middle schools rose from 1,129,055 to 1,808,726. Similarly, the number of students on the rolls of the high schools rose from 1,571,397 to 2,068,043. This tremendous increase in the number of secondary schools in India and the number of students attending such schools has continued during the two years following the period covered by this report. Furthermore, there is every good reason to believe that such further increases will take place for several years to come, limited only by the availability of resources to build and equip schools and the number of teachers available to staff them.

It is our assumption that the amazing increase in secondary education which has taken place during the past seven years will very probably accelerate in the years ahead. Factors to support this assumption may be listed as follows :—

(*i*) extension of educational opportunities upward beyond the primary school stage ;

(*ii*) increase in the proportion of secondary school age youth in secondary schools ;

(*iii*) increase in the actual number of secondary school age youth ;

(*iv*) provision of more suitable types of secondary education through diversified courses and multipurpose schools ;

(*v*) improvement in economic conditions ;

(*vi*) improvement in the quality of the educational process ;

(*vii*) reduction in the size of classes.

In short, it is our belief that the rapid increase in secondary schools and in the number of students in these schools will continue for many years to come, that the problem of providing qualified, trained teachers for these schools will continue to be acute, and that the pressing need for recruitment of able young people to the teaching profession will also continue. For these reasons, our views on the problems of recruitment anticipate the necessity of a long-term programme of recruitment. Our attention, therefore, has been given primarily to those means of recruitment which we deem most suitable to a long-term need, rather than depending on potentially more dramatic "campaigns" whose effectiveness may be questioned in the light of a continued need for many years ahead.

Sound Principles of Recruitment. Having stated our "conclusions" with respect to the need for effective, long-term recruitment efforts, we have two further observations to make. *First*, the experience of other countries, when faced with similar problems, clearly indicates that adequate number of qualified persons are not likely to be attracted to the teaching profession merely through this operation of normal social forces. Experience in both the United Kingdom and the United States offers rather conclusive evidence that the normal forces which operate to attract young people to the teaching profession must be supplemented by organized programmes of recruitment. *Second*, if such organized programmes of recruitment are to be effective, we believe they will be effective, in the long run, in proportion to the degree to which they are based on sound principles. These principles, we would state as follows :—

(*i*) The programme should be organised and efforts should be co-ordinated.

(*ii*) Existing resources, residing within the educational institutions themselves and the communities served by these institutions, should be utilized.

(*iii*) The base of both the professional and lay organization of the programme must be broadened.

(*iv*) Provision for participation by both professional and lay groups must be made.

Supporting Conditions : Whatever form recruitment programmes may take, we believe they will fail unless they are supported concurrently by successful efforts in three related areas.

First, the economic, professional and social status of teachers must be sharply improved ; *second*, provisions for training must be increased and must be made completely free to trainees ; *third*, the teaching profession must develop a unified programme of constructive efforts, supported by a strong, united, vertical type organisation. Given these improvements in supporting conditions, a well organized and co-ordinated programme of recruitment will have its best chance of success.

The Role of Teachers in Recruitment. We assert with all the vigour at our command that the most important means of recruitment are those which are daily at the command of teachers themselves and the schools in which they teach. The example set and inspiration given by a happy, devoted and skilful teacher will do more to recruit able and promising young people to teaching than any other possible means. If young people see that teachers are poorly paid, poorly clad, poorly housed and poorly regarded by the community ; if they observe that teachers, unlike members of other professions or those engaged in business, are unable to enjoy the normal recreational and leisure time activities possible to others ; if they know that teachers are unable to make reasonable provision for the security of their families and for maintaining dignity in their old age, if these are things which are daily evident to young people, who can hope that they will be either eager or willing to enter the profession? Quite aside from the matter of rendering simple, social justice to teachers, India can ill afford and must not permit teachers to continue to be the prime example of poorly regarded servants of the public interest. For these reasons, we cannot refrain from reiterating here the extreme importance of sharp and prompt improvement in the status of teachers.

In addition to the responsibility of society towards teachers, there is the equally important responsibility of teachers towards society. No amount of provision in salary, working conditions or social status can be a substitute for devotion to duty and competence in performance which are among the hallmarks of the real teacher. There must be that quality in the real teacher which, despite difficulties and handicaps and discouragements, persistently shines forth for all to behold. Who can reasonably hope that able and aspiring young people will be attracted to a profession whose practitioners are dull, unimaginative and uninspiring, whose interest in boys and girls is but thinly assumed, whose major preoccupation is minimum time-serving rather than free and full giving of themselves? What young person, possessed of imagination and an awakening desire to render service to a free India, will willingly choose to ally himself with or hazard his future in the company of those whom he has not good reasons to respect? If such young people, so desperately needed in the vital cause of education, are to be attracted to and enlisted in that cause, those whose major responsibility it is to teach youth must set a standard of personal devotion and profesional skill worthy of emulation. They must be and appear to be happy, enthusiastic and dynamic personalities, in short, persons whose daily example is calculated to evoke in young people their inherent idealism and translate it into a motivating and controlling force.

This is the unique opportunity of teachers; furthermore, it is their obligation as well. No programme of recruitment, no action by government, and no efforts by society at large can rally to the cause of recruitment that which teachers and schools alone have the sole and indisputable power to accomplish. Thus, the recommendations and suggestions made in this section of our report are cast against a background of recognition of the indispensable role of teachers as teachers, and are intended to be supplementary to that role and not a substitute for it.

16. **Determining School Needs for Teachers**. Any programme of teacher recruitment, if it is to avoid shortages and accomplish the two major purposes set forth at the beginning of this section of our report, must be based on a knowledge of the *kinds* of teacher required and upon carefully calculated estimates of the *numbers* needed in each category and at each stage. These estimates should also take into account the requirements for teachers in terms of professional qualifications and training.

We recommend that careful estimates of teacher needs in each level of institution and each category of teachers, for each of the States and for India as a whole be prepared. Such estimates should be made for not less than five years in advance and should be revised annually. Responsibility *for the collection, collation and dissemination of these estimates and related information should rest with the Ministry of Education, Government of India. The preparation of the estimates should rest with the several States.*

In a period of rapid expansion, forecasting is particularly difficult. The process becomes even more difficult when, as in the present juncture, changes in the structure and content of secondary education are in process or contemplated. Estimates, however, are necessary and they should be given wide publicity, not only within the profession itself but to the lay public generally.

17. **State Advisory Committee on Teacher Recruitment.** *We recommend the establishment in each State of a State Advisory Committee on Teacher Recruitment, the basic purpose of which would be the development of means and methods by which enough young people can be recruited to teaching to meet the estimated teacher needs of the schools.*

The State Advisory Committee on Teacher Recruitment should be composed of members drawn from groups concerned with education, such as : (a) public and private primary school and secondary school staffs ; (b) colleges and universities ; (c) teacher training institutions ; (d) organised professional associations of teachers ; (e) district and local school boards and boards of management of private schools ; (f) the state departments of education ; (g) the lay public, preferably organised parent organizations, where such organizations exist.

We contemplate three functions for this Committee, namely :—

(*i*) to suggest, recommend and advise upon programmes of recruitment in schools, colleges, universities and other sources of supply ;

(*ii*) to co-ordinate programmes of recruitment established by schools, colleges, teachers' colleges, professional associations and other agencies ;

(*iii*) to advise the state department of education on all matters concerned with the recruitment of teachers.

We note here that, as a possible alternative to the establishment of a State Advisory Committee on Teacher Recruitment, some States may prefer to entrust these functions to the State Advisory Board, where such a board already exists or to some other already existing agency. We feel obliged, however, to point out that if this is done, the degree of active attention likely to be given to such an important problem as teacher recruitment is apt to be less than it requires. This is especially apt to be the case where such boards meet with relative infrequency and have responsibility for many other matters as well.

Kinds of Recruitment Activities. With a view to indicating more clearly the possible kinds of recruitment activities which various types of educational institutions and other group might undertake, we have attempted to list some we regard as possible and appropriate.

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(*ii*) Co-operation in the preparation of materials such as literature on teaching, high school social studies units, graphs, charts and other audio-visual aids.

(*iii*) Activities designed to furnish data for the guidance of the State Advisory Committee and others.

(*iv*) Organization of a "College and University Co-operation Plan", aimed at recruiting graduates from such institutions. (See Appendix VI for description of the Harvard University 29-College Plan).

(*v*) Preparation and orientation of teachers to handle the elective course in Education at the high school level.

Organized Professional Associations :—

(*i*) Broadening and strengthening of the professional organizations of teachers in order to achieve unity of purpose and effort.

(*ii*) Active and continuous efforts to improve professional standards, *e.g.*, group conferences, publications, study clubs, experimentation with methods and materials, in-service training programmes.

(*iii*) Organized efforts to improve the economic and social status of teachers.

(*iv*) Provision of scholarships to competitively chosen young people desiring to enter the teaching profession. Assuming that teacher training is tuition-fee, such scholarships should furnish maintenance costs.

(*v*) Preparation, publication and dissemination of materials designed to present the teaching profession to young people.

District and Local Boards of Education and Boards of Management :—

We recognize that boards of education and boards of management are authoritative bodies charged with overall control and support of schools within the framework of law. Such groups, through their influence on legislation on the one hand, and their policy-making powers on the other, can play a major role in supporting any programme of teacher recruitment and improvement in teacher status.

It is urged that such boards assume an active and contributing role in the work of the State Advisory Committee, and the teacher recruitment programmes in their respective districts, communities and schools.

Specific areas in which such boards have primary responsibility for supporting teacher recruitment include :

(*i*) Provision of suitable stipends for teacher trainees.

(*ii*) Provision of adequate guidance and counselling service in the schools under their jurisdiction.

(*iii*) Insistence on, and approval of, inclusion of units of study in the curriculum designed to encourage young people to enter the teaching profession.

(*iv*) Provision of funds for making suitable materials available to teachers and students.

(*a*) Encouragement of in-service growth of teachers by suitable increments based on professional study and self-improvement.

State Departments of Education :—

What has been said in the preceding paragraphs about boards of education and boards of management applies also to state departments of education. Such departments, in addition to the responsibilities shared with such board, have the further unique opportunity through their inspectorial and supervisory staffs, to stimulate, encourge, support and advise individual schools and teachers with respect to all phases of the school programme, including teacher recruitment.

Organised Lay Groups :

(i) Active efforts to organise parents and other citizens in support of schools and the teaching profession.

(ii) Making available to the support of teacher recruitment activities the facilities of the press, the radio, television (when it is introduced in India) and other channels of public information and communication.

18. **Recruitment of Teachers for Rural Areas.** Everywhere we went in India we were told by the authorities of the great difficulty they were experiencing in obtaining suitable teachers for the rural schools. There can be no doubt that this difficulty will grow as educational facilities are extended.

We therefore recommend that special attention be paid to the problem of recruiting teachers for the rural areas and everything possible be done to make rural school teaching attractive and satisfying.

It was frequently stated during our tour of India and in conversations with Indian educationalists familiar with the rural scene that : (a) not enough teacher trainees are recruited from rural areas, (b) not enough training institutions are located in rural areas, (c) trainees, once having had the "urbanizing" experiences resulting from training in institutions located in towns and cities, are reluctant or unwilling to teach in rural schools, and (d) amenities commonly available to teachers in rural areas are so inadequate as to effectively discourage teachers from accepting service in such schools. We believe that all four of these observations are justified and, together, constitute the major reasons for the reluctance of trained teachers to work in rural schools.

We have the following suggestions to offer—

(*i*) Steps should be taken to locate an adequate number of training institutions in rural areas to provide facilities for training teachers recruited from rural areas or intending to teach in rural schools.

(*ii*) In recruiting teachers for rural areas, emphasis may well be given to an appeal to their idealism and local community loyalties.

(iii) Definite provisions should be made in the course of training in established institutions at both the undergraduate and graduate levels, for a variety of activities calculated to draw attention to the needs of rural areas and the relationship of these needs to the national welfare. Illustrations of the kind of activities we have in mind are : (a) planned visits to rural schools ; (b) organised study of rural problems ; and (c) practice teaching or apprenticeship training in rural schools.

(*iv*) Systematic efforts should be made to provide teachers in rural areas with adequate amenities such as housing and facilities for gardening—a practice now being inaugurated in some sections of India and one which we saw in successful operation in Denmark, where service in rural schools is considered preferable to service in urban schools by large numbers of teachers.

(*v*) Special provisions should be made for travel by teachers serving in remote rural areas in order to attend conferences, to go on trips to their homes or to make a suitable holiday.

It has been suggested to us that special inducements might be made to prospective rural area teachers in the way of stipends which would carry with them the stipulated obligation to teach in rural schools for a designated minimum period of time. We do not favour such a plan, if for no other reason than our belief that such an obligation is not enforceable. Neither do we believe that there is any ultimately successful way to staff rural schools adequately with trained teachers than to make rural school teaching sufficiently attractive, in comparison with urban schools, so that teachers want to teach there. "Urbanization" is a force which is not likely to be offset by deploring its existence. It will be met effectively only as the conditions of work and the attractions of teaching and living in a rural area are such as will sustain the idealism of teachers.

We would conclude this section of our report on the same note which was struck at the beginning,—namely, the importance of the role of the teacher. The Commission has given eloquent voice to this role as it affects teacher recruitment, when it states :

> "We have suggested that young people who show promise of development into good teachers should be recruited. We wish to point out that the teachers themselves are potential recruiting agents *par excellence*. By their attitude towards the public and their students, they are daily recruiting young people into or out of the profession. At the upper secondary school level and in the undergraduate colleges, teachers can perform an outstanding service to students and the profession if they actively encourage young people who possess intelligence and other characteristics which may lead to success in teaching, to consider teaching as their career."

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SECTION C

SELECTION

Selection of Teachers a Continuous Process. The process of teacher selection has to be regarded as a continuous process rather than as a procedure that is adopted at certain fixed points, such as, at the time of admission to a teachers' college or at the time of appointment of a candidate to a teaching post. To get the highest possible quality of teachers it is necessary to be constantly looking out for and encouraging the most promising persons to join, continue in and seek promotion in the teaching profession as well as to be weeding out those who prove themselves to be definitely unsuited for the work. At all stages of the selective process, the attempt has to be made to find the potential leaders, the truly creative personalities, who will be expected, sooner or later, to play a major role in education, and to provide them with the necessary training and experience for assuming such a role.

Four Levels of the Selective Process : We conceive of the selective process as operating at four levels :—

(*i*) Initial selection of candidates for training.

(*ii*) Selection during the period of training.

(*iii*) Selection during the period of probation as a teacher.

(*iv*) Selection of serving teachers for promotion to higher grade of service.

We believe that adequate selective procedures should operate at each of these levels if a high quality of teaching personnel is sought to be maintained and if a high status of the teaching profession is sought to be acquired.

SELECTION OF CANDIDATES FOR TRAINING

19. **Care in Initial Selection.** *We recommend the maximum possible care in the initial selection of candidates for training.*

We have stressed in the section on the *Recruitment of Teachers* the need to increase the supply of candidates for teaching if the profession is to be upgraded through a good initial selection. We cannot overemphasize this aspect of the selective procedure. Only if there is a good supply of candidates for training is it at all possible to make any useful selection.

Assuming that there is an adequate supply of candidates—adequate qualitatively as well as quantitatively—*it becomes the responsibility of teachers' colleges, in their selection of trainees, to keep in mind the* standards which the schools must maintain if they are to do a satisfactory job, 3C8

Criteria for Selection. We feel that a consideration of the following criteria will enable teachers' colleges to make a good initial selection of candidates for training.

(*i*) **The personal qualities required for the work of teaching, including sound mental health.** The best existing method for judging a candidate's personality is, in our opinion, the interview intelligently conducted. The interview is sometimes supplemented by tests of personality ; but in India a great deal of research needs to be done for the development of adequate tests of personality. We do not advise the application of personality tests prepared in other countries against social backgrounds that are different from the Indian. One variation of the interview technique that we found to have been successfully tried in a training college in India as a part of the selection procedure, in addition to the regular interview, is the group discussion.

(*ii*) **Interest in the teaching profession.** This again can be judged by a well planned interview ; but carefully prepared interest inventories can also be very useful, and teachers' colleges should be encouraged to experiment with the construction and use of such inventories. Besides indicating interest in the teaching profession, interest inventories, if prepared for a more general purpose, can also indicate the candidate's wider interests in the fields of music, art, sports, etc.

(*iii*) **Academic background.** (As indicated by the cultural level attained by the candidate, his intellectual ability and his knowledge of the subjects which he feels himself to be qualified to teach). Whereas intellectual ability and knowledge of special subject areas can best be judged by tests of intelligence and attainment respectively, the general cultural background of the candidates can be judged from a good interview supplemented by a questionnaire or an inventory.

(*iv*) **Verbal facility.** The ability to express himself clearly is a necessary quality in a teacher. It can be judged during the interview, supplemented, if necessary, by a written test.

(*v*) **Special talent** By this is meant ability in some special field, such as art, music, or athletics, outside the field in which the teacher proposes to teach.

(*vi*) **Physical Fitness.** If a full medical examination is not possible at the time of admission, a workable procedure is to have a brief physical examination to rule out cases of obvious physical disqualification and to have the medical examination as soon as possible thereafter.

(*vii*) **Experience of social service.** We feel that actual experience of social service, or even interest in such service, may be regarded as an additional qualification for teaching.

20. **Selection of Trainees by Training Colleges** *We recommend that the selection of candidates for training be conducted by the training colleges themselves,*

Representatives of state departments of education may be called upon to assist in the selection ; but we regard as undesirable the practice of selection of candidates for training by the state departments. We suggest that heads of schools, specially of the practising schools, be associated with the initial selection of trainees.

21. **Experience of Teaching Prior to Training.** *We have carefully considered the practice of requiring candidates for training to have had experience of actual teaching prior to applying for admission. We do not recommend this practice if only because it encourages the employment by schools of untrained teachers. We recommend, however, a short term of "apprentice" training, that is, of giving assistance in schools under the close supervision of an experienced and trained teacher.*

22. **Selection of Teachers for the Occupational and Vocational Fields.** *It often happens that in the selection of teachers to teach in vocational and technical schools, the emphasis is all on the technical qualification of the candidates. We regard the criterion of personal qualification to be equally important and recommend that it be given equal emphasis. We would also lay great emphasis upon experience in a particular vocational field, and therefore would include the co-operation of various organized groups, like industry, in the selection of trainees.*

23. **Selection of Teachers of Crafts.** *In the field of the crafts (industrial arts) we see the possibility of two different ways to meet the question, and recommend experimentation with both to determine the value of each.*

One would be to select good craftsmen and give them an adequate training in teaching at a teacher training institution. The second way we saw at the Fitchburg Teachers' College in Massachusetts, U. S. A.—namely, to select candidates possessing a special aptitude for the industrial arts and to give them a relatively lengthy course—it was four years at Fitchburg—which combines training in a special craft with training for teaching.

SELECTION DURING TRAINING

24. **Need for Stricter Standard of Evaluation.** If selection is to be regarded as a continuous process, as we think it should be, the next stage is during the period of training. It is the common experience of teacher educators that, even with the greatest care exercised during the selection at the time of admission, there remain important aspects of the personality and potential professional quality of a teacher which cannot be properly evaluated at that point. An example of one such trait is seriousness of purpose. Another quality that is extremely difficult to recognise at the time of admission is co-operativeness. Such traits begin to show themselves only in the day to day work of the student teacher and especially in his relations with his pupils, his colleagues and his teachers ; and one of the major functions of a training college is to help its students in developing wholesome personalities, especially those traits that have a special significance

for the work of teaching. But it can and does happen that some young men and women, albeit a small minority, come to the training college with undesirable traits so deeply ingrained in them that little or no improvement can be achieved within the short period of teacher preparation, even with a well organized programme of guidance. Then, there are special qualities or gifts which go to make up that complex ability that is commonly called teaching ability and which reveal themselves best in actual teaching situations. Some student teachers may be naturally so deficient in one or other of these qualities that they cannot reasonably be expected to become successful teachers. It then becomes the duty of the training college to discourage such students from continuing with their course of teacher preparation.

We recommend that training colleges should enforce stricter standards of evaluation of the teaching ability as well as of the personal fitness of their students for the teaching profession, and that there should be a regular and timely weeding of candidates who are found to be really unsuitable for teaching.

SELECTION DURING PROBATIONARY YEARS OF TEACHING

25. **Supervision and Guidance during Probation**. The fact that a student has undergone a course of training and passed the required tests does not necessarily mean that he or she will be a good, or even a competent, teacher. The acid test is in the classroom under normal conditions of service and over a considerable period of time.

We recommend that during at least the first year of service, and preferably during two years, the teacher should be regarded as on probation only, and not as a fully qualified teacher. Probation should not be merely a formality; the novice should be the special responsibility of an experienced colleague, and of the head, who should supervise his work and give him guidance and help. Should it become clear to them that, despite their assistance, the young teacher is not making good they have to decide whether further remedial measures are likely to meet the situation or whether he (or she) should be advised to leave the profession.

Many a young teacher who makes a bad or indifferent start can be guided to competency, or better, by being given special assistance during the initial months of service. In England, for example, many emergency-trained teachers were greatly helped by week-end conferences, organized in some cases by the colleges at which they had been trained, in others by their local education authorities, at which they could discuss their disciplinary and teaching difficulties with experienced and sympathetic teachers, college tutors and educational administrators. Similar facilities are today offered by some colleges and authorities to young teachers who have passed through a normal course of training.

English emergency-trained teachers were required to undertake part-time study throughout their two-year period of probation. This idea is well worth considering, especially for non-graduate teachers who enter the profession at an early age.

SELECTION FOR PROMOTION

26. **The Need for Adequate Evaluation Procedures.** English and American thought and practice differ about training courses for promotion. The English do not believe in them; they try to select what appears to them to be the best man or woman—on personal as well as professional grounds—for the post they wish to fill, and assume that the person of their choice will rise successfully to the demands of the new job. The Americans, on the other hand, take the view that promotion implies a job involving new elements and they believe in training a person to understand and handle these elements before entrusting him with the responsibility of coping with them in service conditions. In New York State, for example, teachers may not be appointed to headships and other administrative posts without having become certified.

We think that in any educational system there ought to be a careful evalution of fitness for posts of greater responsibility, and that training courses ought at least to be offered to teachers seeking promotion. We feel these measures to be especially necessary where the general quality of the teaching profession is not high and it is desired to raise it substantially.

We, therefore, recommend that the States should consider establishing evaluation procedures for administrative posts in or outside the school. We further recommend that the States consider providing courses and other means of preparation for teachers aspiring to such posts.

SECTION D

TRAINING

In our opinion, the improvement of existing teacher training programmes deserves high priority in all plans of education. Over and above the fact that there is inadequate provision for teacher training the main defects in the existing system of teacher training appear to be—

(*i*) lack of integration in programmes of training teachers for different levels;

(*ii*) insufficient co-ordination between the work done in training institutions and in schools;

(*iii*) inadequate conception of the role of training institutions for different levels and consequent inadequate staffing and equipment;

(*iv*) the domination of an external examination and its cramping effect on training programmes;

(*v*) inadequate provision for the training of certain types of teachers, *viz*, of Indian languages ; of technical and other special subject such as agriculture, home science and commercial subjects ; of craft ; of art and music ; of physical education.

Our suggestions on teacher training will deal mainly with ways and means of removing such defects with a view to making teacher training programmes effective.

Adequate Provision of Teacher Training : The first necessity is adequate provision for training teachers to meet the growing needs of schools. We have already recommended, in the section on *Recruitment*, the need for carefully calculated annual estimates of teacher requirements based on present and potential needs, during a five-year period in advance. In these estimates, the need for different categories and types of teachers should be analysed and the provision for teacher training should be linked up with these estimates in such a manner that there is no lag between the need and the provision. Government, universities and private bodies should make a joint effort to meet the need.

27. **Teacher Training for Different Levels.** It is necessary that teacher training should be viewed as an integral process, with proper articulation in the training of teachers for the different school stages. At present, this articulation is lacking even in the training of undergraduate and graduate teachers for secondary schools. This appears to be primarily due to one type of training being under the state departments of education and the other under universities, with no efforts being made to co-ordinate the two.

We recommend that efforts should be made to establish articulation in the training of teachers for the different school stages.

28. **Control of Teacher Training.** In this connection the fundamental question is the control of the training programmes of undergraduates and graduates. The Commission recommends (p. 166) that "graduate training being a post-graduate qualification should come under the University and when there are Universities carrying on this function, all graduates should be trained in institutions which are affiliated to the Universities, and submit to tests conducted by the University." In their opinion (p. 166) the other type of teacher training institutions, namely, those which train undergraduates, should be under the control of a separate board appointed for this purpose and neither under the department of education nor under a university.

We agree that the influence of the university in the training of graduates is beneficial by way of broadening the spirit and the basis of teacher training and maintaining standards. On the other hand, it must be remembered that teachers are being trained for work in schools the policy of which is determined by the general public and the department of education. If the determination of the policy of teacher training is the function of one body and the determination of the policy of the schools of another, there is likely to be a rift or a gap between the two which may result in training being not a real preparation for work in the schools. It is therefore desirable that for graduate as well as undergraduate training the control of teacher training should rest with a body which will represent the university, the department of education, the training colleges, the schools and the public, in short, all concerned with schools and school teachers.

The Commission has recommended the establishment of a Board for Teacher Training Institutions which will supervise and guide the large number of centres where the training of undergraduate teachers will be carried on and which will lay down the conditions necessary for their proper training. Graduate training, according to their suggestion, will continue to be under the universities, but the board will be empowered to suggest for the consideration of the universities any improvements that may be needed in the graduate training programme.

We recommend, in the first place, that all training of teachers be brought under the same authority which will deal with it as an integral process, and, in the second, that active co-operation be established between the university, the training colleges, the department of education and the schools in the matter of all teacher training.

To preserve the influence of the university in graduate teacher training, to extend it to undergraduate teacher training and yet to combine it more effectively with the authority and the organizations which run, guide or supervise secondary schools, we feel that a machinery like the Area Training Organizations in England and Wales would be a practical solution. The Area Training Organizations vary in structure, but they are all concerned with integrating the facilities in their areas for training teachers, to bring together for a variety of purposes the staffs and students of the institutions included in the organizations, and to advance education by such means as the provision of courses and conferences for serving teachers, research, etc. A description of these A. T. O.'s will not be out of place here.

Area Training Organizations in England & Wales. The training of all teachers for service in publicly maintained and grant-aided schools in England and Wales is the responsibility of eighteen Area Training Organizations. An A. T. O. comprises all the teacher training establishments recognized by the Ministry of Education within a given geographical area around a university city, and is centred upon that city. It is responsible for in-service as well as initial training, and is further charged to provide a centre, suitably equipped with conference rooms, library, and so on, for the benefit of all teachers in the public service within its area, and to initiate and encourage research, investigations conferences and courses on educational matters.

All A. T. O.'s except three (shortly to be reduced to two) are administratively the responsibility of the university or university college in their area, and the expenditure on the A. T. O. is included in the grant made to the university by the British Treasury through the Universities Grants Committee. The university or university college (*v*) inadequate provision for the training of certain types of teachers, *viz*, of Indian languages ; of technical and other special subject such as agriculture, home science and commercial subjects ; of craft ; of art and music ; of physical education.

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All acts of policy recommended by the Governing Body of the A. T. O. have to be confirmed by the Senate, or, in the case of recommendations involving finance, by the university Court or Council. It is tacitly assumed, and so far as we know has always been the case, that this approval is purely formal.

Subject to the above proviso, the direction and control of an A.T.O. is vested in a Board of Governors representative of all parties concerned with the training of teachers within the area : the University, or University College, the training establishments which are constituent members of the A. T. O., the Local Education Authorities whose areas are concerned (an L. E. A. may be represented on more than one A. T. O.), and either the major professional associations of teachers or the schools within the area. The administrative structures of the A. T. O.'s vary in detail but two elements under the direction of the Governing Body of the A. T. O. are constant : the Professional Board consisting of the principals of the constituent training establishments and representatives of the university, and of the L. E. A.'s ; and the Boards of Studies—one for each subject—on which sit authorities on the various subjects appointed by the training establishments and one or two university representatives.

The function of the Boards of Studies is to draw up and revise curricula, that of the Professional Board to correlate standards and programmes, and generally, to survey the policy for the areas. Within the framework of area policy, every constituent training establishment enjoys the utmost freedom in respect of admissions, programmes, curricula, methods and examinations or other forms of testing. The A.T.O. is responsible for examining students and recommending them to the Ministry of Education for recognition as qualified teachers. Precisely the same recognition is accorded to non-graduates as to graduates ; all emerge from their training as "qualified teachers".

It is assumed, and has always been the case, that the Ministry of Education's approval of the A. T. O.'s recommendations of students for "qualified teacher" status will be purely formal.

So that standards throughout England and Wales shall be comparable, there is a Standing Joint Conference of A. T. O.'s whose function it is periodically to review this matter. An additional aid to keeping standards comparable is the constant interflow, by invitation, between the areas, of external examiners and assessors. It should be noted that, apart from the formal approval of students as "qualified teachers", the Ministry of Education has no part in the control and direction of teacher training. Representatives of the Ministry (usually H. M.'s Inspectors) do occasionally, by invitation, sit in on meetings of Professional Boards or Boards of Studies, but as guests whose advice is sought.

29. **Establishment of Organizations like the A. T. O.'s.** We feel that the establishment in India of organizations similar to the A. T. O.'s which will be fully representative of all appropriate interests and which will function within the orbit of a university or universities will put all teacher training on a stable basis, on the one hand, and will link it up with schools effectively, on the other.

Three alternatives appear possible and the individual states and universities might consider the feasibility of adopting one of these.

(*i*) There should be one A. T. O. connected with each affiliating university in a State and it should comprise all teacher training institutions within the geographical area over which the jurisdiction of the university extends. This would mean the existence of more than one A. T. O. in a State if the number of universities in a State is more than one. The A. T. O.'s should be composed of all appropriate interests.

(*ii*) The second alternative would be to have one A. T O. in each State irrespective of the number of universities in the state with the different universities agreeing to combine for the purpose. These would comprise all the teacher training institutions within a State and would again be composed of all appropriate interests.

(*iii*) The third alternative would be to make the A. T. O.'s into independent bodies, created by law, and composed of appropriate interests including the universities.

The membership of the A. T. O. will depend on which of the three alternatives is accepted. All that is important is that the university, the department of education, training institutions, Schools and teachers' organizations will all be represented.

The functions of an A. T. O. will be —

(*i*) to frame schemes and syllabuses for the training of graduate and undergraduate teachers and to revise them as and when necessary ;

(*ii*) to draw up conditions for the recognition of training institutions and to supervise and guide their work ;

(*iii*) to draw up schemes of examinations and other means of evaluation ;

(*iv*) to deal with all matters pertaining to teacher training ;

(*v*) to provide an educational centre and a library open to all teachers and other people interested in education in the area ;

(*vi*) to provide facilities for in-service training ;

(*vii*) to initiate, undertake and encourage educational research, investigations and experiments.

We recommend for the consideration of State departments of education and universities the possibility of setting up area training organizations which will integrate, control and supervise all training of teachers in their respective areas.

30. **The Functions of Training Institutions.** In the light of this discussion, the role and functions of training institutions can be seen clearly. A fully developed training institution has three main functions—

(*i*) the training of teachers—initial and in-service ;

(*ii*) service to schools and the community ;

(*iii*) research and experimentation.

The first of these functions is paramount, but the other two functions are equally necessary and, if fulfilled adequately, will enable the training institutions to carry out its first and primary function more effectively. It is necessary, therefore, that a training institution should make every possible effort to develop its resources in personnel, organization and equipment to the point where it can effectively perform the other functions of service and research in addition to its function of training teachers.

The training institutions hold the major key to the solution of many problems connected with the improvement of education. Theirs is the opportunity and the responsibility not only for developing educational leadership but also for providing leadership. They must be ahead of present needs and must not only concern themselves with providing the kind of training and service required to help the schools of today, as they are, but must also envisage the needs of the schools of tomorrow, as they should be.

We recommend that training institutions, in addition to their obvious task of preparing teachers, devote their efforts also to service to the schools and the community and to research and experimentation in education.

That leads us to the question of the staffing and equipment of training institutions.

31. **Qualifications of Staffs of Training Institutions.** To take up the question of staffing first, we believe that the greatest possible care needs to be taken in the selection of the staff of the training institution which, more than everything else, determines the quality of the training that can be given by the institution.

We recommend that in staffing training institutions attention be paid to a candidate's academic background, his professional preparation and experience, his personal qualities and his competence in some field of co-curricular activities.

Academic and Professional Qualifications. The minimum qualifications for the staff of a graduate institution should be (*i*) a second class Bachelor's degree *and* a second class Master's degree ; (*ii*) a Master of Education degree ; and (*iii*) three years' teaching experience. In the case of undergraduate training institutions, the minimum qualifications should be (*i*) a second class Bachelor's degree ; (*ii*) a Bachelor of Teaching degree or its equivalent ; and (*iii*) five years' teaching experience. In both types of institutions there should be some members with experience of and interested in research work.

Personal Qualities. Besides high academic qualifications and an understanding of the problems of education, specially in the day to day problems of the schools, a teacher educator must have the ability to inspire his students. The training of teachers is something much more than the mere handing on of techniques of teaching or the transmission of knowledge of educational psychology or educational philosophy. It has to do with the development in student teachers of a whole gamut of wholesome attitudes not only to the work of teaching but also to people—to children, to other teachers, to educational administrators, to parents. It has to do often with the reconditioning of the personality of the student teacher both through counselling and guidance and by example. This calls for a very high standard of teaching personnel for a training college. In the selection of staffs of training colleges a greater emphasis needs to be placed than at present on the personal qualities required for inspiring student teachers with idealism and a sense of vocation and for guiding them in the development of wholesome and balanced personalities. The guidance function of the training college needs to be stressed as much as, if not more than, the guidance function of the school.

Competence in Co-curricular Activities. We should like to see the training colleges staffed with persons who are competent to look after the co-curricular activities of the college. Many training colleges are unable to organize co-curricular activities on any appreciable scale because they lack personnel competent to undertake this work. The Secondary Education Commission has emphasized the place of co-curricular activities in a training college and suggested that "every student teacher should have special training in one or other of the co-curricular activities."

Experience of Teaching. An oft-expressed criticism of training colleges is that the methods advocated by them are unrealistic and unsuited to the conditions prevalent in the schools. Much of this criticism would be obviated if the persons appointed to teach in training colleges and especially teachers of methods, were required to have demonstrated skill in teaching prior to appointment. In this connection we would like to suggest the practice we saw in some training institutions in Scotland of obtaining the services, on deputation for a period of years of experienced and capable school teachers. Besides helping to establish a better liaison between the college and the schools, this practice has the advantage of cross-fertilizing school and training college experience. Such service may be on a full or part-time basis. As recommended by the Commission (Rec. 27, p. 126), this principle may be further extended to include a free exchange between professors in training institutions on the one hand and selected headmasters of schools and educational inspectors on the other,

32. **Adequate Strength of Staff**. If training colleges are to perform effectively their triple function of teacher training, service and research, they need to be adequately staffed both in quality and in numbers. The vast majority of training colleges in India today are barely staffed for fulfilling the first function of teacher training ; and it is asking too much to expect them to conduct research and to render other forms of service. At present, it often happens that when the number of courses conducted by a college is increased, it does not receive the needed addition to its staff. The staffing should keep pace with added responsibilities.

In view of the increasing responsibilities of training colleges we recommend a more liberal staffing policy.

We recognize that additional teachers for the training colleges will be drawn from the schools for the most part, and that to this extent schools may lose some of their best teachers. We believe, however, that such loss would be merely temporary for any school and, in the long run, this policy will be of advantage to the school as well as to the college.

33. **Salaries of Training College Teachers**. It is a common practice for teachers in secondary training colleges to be recruited on the same initial salary as teachers in arts and science colleges. A large number of persons recruited to teach in training colleges possess, at the time of recruitment, higher academic qualifications than lecturers recruited to arts and science colleges. In addition to a Master's degree in arts or science they possess a degree in education (B.T., B.Ed. or even M. Ed.). They have also spent some time teaching in school or in college.

We recommend that training college teachers because of their higher qualifications be given a higher initial salary than other college teachers.

34. **Parity of Status for Teachers of Arts, Crafts, Music and Physical Education**. In most training colleges in India teachers of art, crafts, music and physical education receive a lower salary grade than other members of the teaching staff. We disagree with this practice because we regard art, crafts, music and physical education as on a par with other subjects and believe that teachers of these subjects should not be discriminated against.

We, therefore, recommend that teachers of art, crafts, music and physical education on the staffs of training colleges should receive the same grade of salary as other teachers of comparable qualifications. This will involve the working out of a scheme of equivalent qualifications.

35. **Equipment**. A very large proportion of training institutions in this country are inadequately equipped to function effectively. This is more true of institutions preparing primary and middle school teachers than of institutions preparing teachers for secondary schools. We

onsider the following items of equipment as essential for a training stitution :—

(*i*) A select, up-to-date and growing library of books of general and professional interest with a good reference section as well as a section of suitable school texts. We do not favour the prescription of textbooks for use in training colleges, and therefore would not recommend the practice of having too many copies of the same book. In every State some select training institutions may be more liberally equipped with books on pedagogy which may be made available on loan to the other institutions.

(*ii*) At least a dozen selected journals, both Indian and foreign, on education and psychology, as well as some journals of general interest.

(*iii*) An adequate collection of tests and testing material.

(*iv*) Audio-visual apparatus : at least one cine-projector, one film-strip projector, an epidiascope, and a linguaphone.

(*v*) An adequate collection of maps, charts, pictures, models and other teaching aids.

(*vi*) Well-equipped art and craft rooms.

(*vii*) A science laboratory adequately equipped to permit the conduct of experiments by student teachers.

(*viii*) An assembly hall fitted with a proper stage and some stage properties to enable student teachers to conduct their various co-curricular activities.

(*ix*) Adequate equipment for physical education activities and games.

36. **Residential Training Colleges.** Our observations both in India and in the other countries visited have confirmed us in the belief that residential training institutions offer a much better opportunity for the social education of teachers than do day institutions, not only because of their ampler and richer provision of co-curricular activities and opportunities for community service but also because of the closer personal relationship between the faculty and the students that is possible in such institutions. The Commission has emphasized the first of these two advantages of a residential institution ; we wish to lay an equal emphasis on the second.

Therefore, while we endorse the Commission's recommendation (Rec. 25, p. 176) that training colleges should provide adequate residential facilities for their trainees, we further recommend that residential facilities should also be provided for all members of the teaching staff on the premises of training colleges.

Most basic training institutions provide such facilities today with great benefit to their students. We should like to see the same facilities provided by the other training institutions.

INITIAL TRAINING

37. **Admission and Tuition Fees**. We agree with the Commission's recommendation (Rec. 24, p. 176) that no fees should be charged in training colleges, that teachers who are in service should be paid their full salary during the period of training, and that other trainees not entitled to receive a salary should be given suitable stipends by the state.

We feel that a note of caution is necessary regarding some possible implications of the first part of the recommendation. We noted on our tour in India that, generally speaking, in the States which allowed tuition fees to be charged there was a sufficient number of training colleges, many of them private, to cope with the present needs for trained teachers ; whereas in States where no tuition fees were charged, the existing institutions (which, as a rule, were government colleges) were totally inadequate to cope with the needs and so many untrained teachers continued to work in the schools. If the abolition of tuition fees in training colleges is to lead to limiting the facilities for training, it would considerably hamper the expansion of secondary education and would, by itself, be a retrograde step. We, therefore, urge that the States assume the responsibility of ensuring that sufficient training facilities exist to cope with the growing need. This could be done by the States (*i*) establishing more training colleges, (*ii*) expanding the existing ones by a proportionate increase in the staff and equipment and (*iii*) giving full grants to private training colleges so that they may be enabled to continue to function without a fee income.

Another problem that deserves attention is the relative proportions of untrained teachers already in service and of fresh graduates to be admitted to training colleges. We found that in the States where there were a number of untrained teachers working in the schools, the training colleges selected almost all their students from among these, and even able fresh graduates had no chance of being selected for training. In our opinion it is as essential for the efficiency of the teaching profession that enthusiastic young men and women should be trained as it is that untrained teachers already in service should be given opportunities for early training.

To meet the situation, we recommend that training facilities be expanded to provide adequate scope for training capable fresh graduates needed in the profession and that programmes of in-service training leading to equivalent qualifications be set up for untrained teachers working in the schools.

Courses of Study. We agree with the Commission's recommendation that for the present the duration of the teacher training course should be two years in the case of undergraduates and one year in the case of graduates. We think, however, that the period of training for both categories of teachers should be extended as circumstances permit.

The courses of study should comprise :—

(*i*) Theory ;

(*ii*) Practice Teaching ; and

(*iii*) Other Practical Activities.

38. **Preparation for the Immediate Work of Teaching.** We recommend *that the initial course of training should be so framed as to prepare the student adequately for the immediate work of teaching.*

The course in theory should be so planned that along with giving the student a grounding in the philosophy, the history and the science of education, it forms a proper basis for the practice of teaching. This is especially significant in connection with subjects like educational psychology, experimental psychology and history of education in India. The course in educational psychology should emphasize the practical and specifically educational aspects, such as learning, social psychology, mental hygiene, and other classroom applications of psychology. We feel that the study of the history of education, as a separate subject, may be optional at the graduate as well as the undergraduate level, intended only for those especially interested in it. For the majority of students, it would serve their purpose if they studied the development of educational thought and the growth of the Indian educational system in broad outlines as part of the current problems of education in India. Similarly, experimental psychology as a separate course may be taken as an optional subject by those who are especially interested in that aspect of psychology.

With regard to the school subjects, we suggest that undergraduates who take a two years' course of training should study these subjects along with the methods of teaching them. In the case of graduates, it should be ensured that they have a sound knowledge of the subjects they offer for teaching. It may be necessary for them to make a further study of subjects like social studies or geography which may not figure in the university curriculum.

39. **Emphasis on practicable Techniques and Methods.** *We recommend that training institutions should be careful not to advocate methods and techniques of teaching that are impracticable and unrealistic.*

The methods advocated by them should be capable of being used in the day to day work of the schools. The right kind of practice teaching, the use of a demonstration school and the active participation of the training college staff in the work of the school are some of the possible means of making the teaching of methods practicable and realistic. The course in methods should explain and demonstrate principles of good methodology and should aim at giving the student teacher a wide variety of skills and techniques. The student should be left free to develop his own methods, suited to his abilities and his personality. Insistence on the use of uniform or stereotyped methods is not in keeping with the concept of creative teaching.

40. **Practice Teaching.** *We see the need for some continuity in practice teaching and recommend the system of block practice with proper arrangements for supervision and guidance.*

Students should get sufficient practice in teaching as part of their training. Practice teaching should be arranged in good secondary schools. It should follow a preliminary period of observation of the work of experienced teachers along with some detailed child study. It should be as much on the lines of normal teaching work as possible. The practice of requiring a set number of lessons to be given by each trainee is not calculated to give experience of work under normal conditions. Practice teaching should be continuous, extending over a period of ten to twelve weeks at least, the student teacher being expected to carry approximately half the load of a regular teacher. During the period he should have opportunities for participating in the life of the school, helping with co-curricular activities, taking part in staff conferences, etc. In the United Kingdom and the United States we saw that in most instances students under training identified themselves with the regular staff of the school during the period of practice teaching and were entrusted with responsibilities of all kinds by the school. In Denmark, the student teacher works as an apprentice to a permanent teacher and teaches under his guidance.

Collaboration of Schools with Training Institutions. In the preparation of teachers it is essential that schools should collaborate with training institutions. Without the active co-operation of schools in the matter of guidance and supervision as well as of provision of facilities for practice teaching, no training programme can be fully effective. Schools should realize that they are doing a service to themselves by co-operating with training institutions in the preparation of teachers whose services they will subsequently use ; and state departments of education should do all in their power to help schools understand their responsibilities in this matter. With the establishment of area training organizations we expect that such understanding will be more easily achieved.

41. **Value of Demonstration Schools.** *We believe that demonstration or laboratory schools are valuable in teacher training, and recommend that training institutions be encouraged to organize and conduct such schools where, among other things, experiments are made in curriculum construction and progressive methods of teaching are used. Such demonstration schools should not be fettered by rules and regulations externally imposed but should be given freedom in matters of methods and curricula.*

In its demonstration school a training institution could show how the special techniques of teaching advocated by it can be put into practice. The school would be used as a demonstration and observation centre rather than as a practising school. Besides observing the work of regular teachers, student teachers could assist in remedial work, in testing programmes and in other work undertaken by the school. The school should be staffed with teachers with a progressive outlook and the training college staff should be actively associated with it, not merely in directing its work but in participating in it. Such schools could also become centres of observation for teachers in service who could be shown their methods and facilities.

42. **Other Practical Activities.** *We recommend that training institutions expand their programmes of practical training to include other activities beside actual classroom teaching which teachers will be called upon to perform as part of their work.*

Besides practice teaching a great deal of other types of practical work must find a place in the training programme if it is to be a real preparation for the many-sided work that a trained teacher will be called upon to do. The programme of the practical work can very profitably include the following types of activities :

(*i*) guidance and counselling—preparation of cumulative record cards ;

(*ii*) library work ;

(*iii*) preparation and administration of new-type tests :

(*iv*) preparation of teaching aids—charts, friezes, models, roll-up blackboards, etc.,

(*v*) a craft ;

(*vi*) use of audio-visual aids ;

(*vii*) practical aspects of health, citizenship and physical education ;

(*viii*) supervision and organization of co-curricular activities.

In view of the importance of co-curricular activities in schools, we wish to deal with the question in greater detail.

The Place of Co-Curricular Activities. If co-curricular activities are to find a proper place in the secondary school curriculum they should find the same proper place in the curriculum of the training college. Student teachers need to be provided with opportunities for participation in co-curricular activities, and, what is still more important, they have to be helped to acquire the knowledge and the ability to guide and direct such activities in school when they become teachers. This means that they will need specific instruction and direction in the organization and conduct of such activities. For this reason we feel that the co-curricular programme of a training institution cannot be left entirely to the student body. However, great care has to be exercised to see that the direction given by the faculty is not overdone and that the student teachers are not denied opportunities of helping themselves whenever and to the maximum extent they can. If the educational and pedagogical values of such a programme are to be stressed, it has to be a carefully planned programme, prepared well in advance, and providing as much variety and choice as possible to cater to the individual interests and talents of the students. A recent survey of the co-curricular activities which are being variously attempted in training colleges in India produced the following list of activities :—

(*i*) debates, lectures, symposia, and study circles ;
(*ii*) mock courts, mock parliaments and brains trusts ;
(*iii*) weekly wall magazine, periodical bulletin or newsletter, and annual magazine ;
(*iv*) dramatics and elocution ;
(*v*) *mushairas* and *kavi sammelans* ;
(*vi*) hobbies, like photography and painting ;
(*vii*) gardening ;
(*viii*) sports and games (indoor as well as outdoor) ;
(*ix*) scouting (or rovering) and guiding ;
(*x*) camps ;
(*xi*) excursions, educational visits, picnics and hikes, socials and parties ;
(*xii*) observance of national days (like Independence Day and Republic Day) ;
(*xiii*) birthdays of great men, anniversaries, etc. ;
(*xiv*) social service in different forms ;
(*xv*) Red Cross activities.

This is a fairly exhaustive list of activities and, obviously no single institution would be able, in a year's course, to provide for all of them. However, an effort should be made to provide for as large a number as possible to enable every student teacher to obtain adequate opportunities for participation. At any rate there are certain activities in this list which, because of their special educational values, no teachers' college could well ignore. The celebration of festivals and the observance of national days belong to one such category. They are extremely valuable for developing in our teachers a feeling of national solidarity and a sense of unity in diversity. Dramatics and concerts belong to another such category, and they have the special value of providing the best possible opportunities for co-operative endeavour. Hobbies like photography and painting belong to a third category of activities which must be specially encouraged ; they provide useful and enjoyable forms of leisure time occupation. It is also possible that some teachers' colleges would need to include in their programme other activities which are not given in the above list but which have a local significance or which minister to the special needs of the local community.

Training in Co-curricular Activities. In addition to the provision of a rich programme of co-curricular activities, the Commission has recommended (p. 169) that "every student teacher should have special training in one or other of the co-curricular activities." In endorsing this recommendation we suggest that short courses be provided in every training college for student teachers with special aptitudes in any of the co-curricular activities. Such courses would prepare them for planning and conducting these activities which form a necessary part of citizenship education in schools.

The Place of Crafts. As regards crafts, we are of the opinion that a craft should be a compulsory subject in the two years' course of training for undergraduates, even though all of them may not be required to teach a craft in school. In the case of graduates we feel that it will not normally be possible to achieve significant skill in a craft during a year's course of training which is otherwise quite full. However, because of the value of manual work we consider that craftwork in some form is desirable at this stage too, even if it largely takes the form of preparing models and other teaching aids in connection with work in other fields of the curriculum.

Developing the Aesthetic Sense. In the section on the *Curriculum* later in this report, we refer to one sad feature of the vast majority of schools in India,—namely, the lack of a sense of beauty. We found little conscious effort on the part of teachers and school authorities to introduce into their schools an atmosphere of warmth and beauty. We should here like to draw the special attention of training institutions to their responsibility in the matter and to suggest to them the inclusion of school and classroom decoration as a practical activity for student teachers. One item that could very profitably be included in the training college syllabus in art and craft is the preparation of pictures, plaques, pottery, sculpture and other materials which can serve as classroom decorations.

Student teachers should be helped to acquire a keen aesthetic sense, which not only leads them to strive actively for order and beauty in their schools and classrooms but also to inculcate in their pupils an awareness and an appreciation of the beautiful in the things they see around them. But to be able to achieve this objective one thing is obviously essential: the training institutions themselves should be places diffusing beauty and cheer on every side.

Need for Better Methods of Teaching and Education. A question may be asked whether a training course of this type is not likely to be too heavy. We would like to point out that the heaviness of the course

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depends not so much on the comprehensiveness of the curriculum as on (i) the methods used during training and (ii) the nature of the examination.

43. **Methods involving Student Participation.** *We recommend a greater use by training institutions of teaching methods involving active participation by students.*

Training institutions should avoid using spoon-feeding methods which treat the student as a passive recipient and which lead to a lot of cramming. Students must be stimulated to read and study critically and to think for themselves. All the work should be directed to this end. Lectures should be few and thought provoking and should be supplemented by a systematic programme of assignments, seminars, discussions and tutorials, in which the students participate actively in discussing general problems of curriculum construction and school organisation as well as individual and common problems arising out of their practice teaching and other curricular and co-curricular work. The practice followed in some training institutions in India of getting students to review suitable books on education seems to be excellent at the graduate level. We believe that it is the responsibility of the staffs of training institutions to set an example of good teaching methods in their own methods and procedures.

44. **Evaluation in Training Colleges.** One of the principal factors, if not the most important factor, responsible for much of the unmeaningful work that is being done in our training colleges today is the prevalent system of examination, which dominates the work of the colleges and has a cramping effect on the initiative and spontaneity of their staffs. With the creation of area training organisations, as recommended by us, it should be possible to modify this system.

We recommend that the training institutions themselves assess the work of their students both in the theoretical studies and in the practice of teaching. They may, if they so desire, seek the assistance of external assessors for this purpose.

The A. T. O.'s would supervise the work of the colleges and see that proper standards are maintained. Such supervision would not be restricted only to the end of the training period, but would be provided at any time during the year. Advice in improving the curricular and co-curricular offerings and in maintaining standards would be the principal function of such supervision.

In the final evaluation of a student teacher's qualifications, credit should be given for the work done by him in the course of his period of training. We are of the opinion that a single terminal examination of the kind that generally exists today does not measure a candidate's ability as a teacher, especially when the major emphasis is on the written part of the examination in the theory of education. We should like to see the emphasis shifted from theory to practice; and under "practice" we should like to include, besides practice teaching, all the other activities that form part of the programme of practical training, such as experimental work in psychology, case studies of children, the preparation of teaching aids, co-curricular activities, and seminar and tutorial work.

45. **Concurrent General and Professional Education**. In the United States the most common form of training for secondary school teachers is a four-year course after graduation from high school. It is a course of concurrent general and professional education leading to a degree. A course of this type has several advantages. In the first place, it permits a close integration of the teacher's general education after high school and his professional training : the study of the subjects in which the teacher is specializing to teach can be approached from the point of view of the actual needs of schools. Secondly, the length of the course gives the teacher training institutions a much longer time to impart to their students an enthusiasm for and a devotion to the profession. Then, it permits a greater flexibility for spreading out the practical aspects of the training such as child study, observation of teaching and practice teaching. What is perhaps the greatest advantage of this system is that it gives plenty of time for the student to decide whether he or she is really fitted for teaching. It also makes it easy for the teacher educator to plan a systematic programme of guidance and counselling with a view to encouraging and helping those students who have the potentialities of a good teacher and discouraging those who are lacking in such potentialities.

In view of these advantages, we recommend that experiments be conducted with courses of this nature that provide a concurrent general and professional education for secondary school teachers spread over a period of three years after the higher secondary school stage and of four years after the high school stage.

46. **Types of Special Training**. The training of certain types of teachers tends to be neglected in the present set-up.

We recommend that special attention be paid to the provision of the right type of professional training to i) language teachers, ii) teachers of technical and vocational subjects, iii) teachers of crafts, iv) teachers of art and music, and v) teachers of physical education. We further recommend that these teachers be trained along with teachers of other subjects.

47. **Language Teachers**. We should like to lay special stress on the training of language teachers, specially of teachers of Hindi and the regional languages. In the Indian situation, most children will have to learn at least two languages, and a substantial number will learn even three or four. In view of this it is essential that language teachers should be properly equipped for their job, as regards both matter and method, so that their pupils may derive the utmost benefit from their teaching and reach worthy standards of attainment without any waste of effort and energy. We noticed that language teaching received scant attention in many training colleges in India ; we also noticed that in many schools teachers were assigned to teach a language

without regard to their academic or professional qualifications in the subject. Because of the very great importance of language teaching in Indian schools, special attention needs to be given to the preparation of language teachers. Not only must training institutions be staffed with highly qualified language teachers, but they must also be adequately equipped with books and audio-visual aids.

We recommend that every training institution make specific and adequate provision for language teaching.

48. **Teachers of Technical and Vocational Subjects.** In our opinion teachers of these subjects need at least a year's training after graduation as do teachers of other subjects like history, geography, science and mathematics. In institution where teachers of these subjects are trained, student teachers should be able to offer their special subjects for practice teaching. This mean that schools with that particular bias should be available for practice teaching and that arrangements should be made for trained teachers in these subjects to guide the students under training and to supervise their practice teaching.

We recommend that training institutions in any convenient area share the responsibility of training teachers of technical and vocational subjects. Because of the expensive equipment and special school facilities required for such training, it would neither be possible nor advisable for every training college to provide courses in more than one or two of these subjects.

As an emergency measure to meet the urgent demand for teachers of these subjects, shorter intensive courses in teaching methods may be organized as recommended by the Commission. (Rec. 22, p. 176. See also our suggestions on in-service training in this connection).

49. **Teachers of Crafts.** Teachers for teaching crafts under Group C (Cf. the Commission's Report, p. 87) need to achieve greater proficiency in the craft than is evidenced at present. They should be trained along with other teachers in the two-year training colleges to which well-equipped workshops should be attached. They should be selected for training on the basis of their interest in and aptitude for craft. During their course of professional training they will learn their respective crafts along with the methods of teaching them.

Compared with the craftwork that we saw in the schools in Denmark, the United Kingdom and the United States, the standard of work in the crafts in Indian schools is low and needs to be raised considerably. We believe that the training institutions are the places where this problem has to be tackled. If teachers of crafts are to attain a high degree of craftsmanship, which is an essential qualification for their work, they must be adequately trained.

We recommend that the training of craft teachers be entrusted to competent professional craftsmen who have had an adequate course in teaching methods.

A little later in this section we have some more suggestions to offer on in-service training for craft teachers.

50. **Teachers of Art and Music.** At present, teachers of these subjects appear to receive very inadequate professional training. It is desirable that teachers of these subjects should receive their professional training along with teachers of other subjects and that they should be selected for admission on the basis of their skill and their qualifications in their special fields.

We recommend that in the appointment of art and music teachers on the staff of training institutions care be taken to select persons who are primarily artists and who have also had adequate training in the methodology of their subject.

51. **Teachers of Physical Education.** Although physical education will be a compulsory activity for all teachers in both the one-year and two-year training courses, physical education teachers will require more intensive training in their special field. At present, such training is provided mostly in special colleges or institutes of physical education.

We recommend that training for physical education teachers be provided in the regular training institution for teachers, preferably in a two-year course. To provide training of a more advanced type such as will be required by those desiring to qualify as physical instructors in training institutions or as directors or inspectors of physical education, we recommend that All-India Training Centres in Physical Education be established, as envisaged by the Commission (Rec. 11, p. 143).

Not all training institutions need provide courses for teachers on physical education. The provision should be commensurate with the need for such teachers and should be made only in those institutions which can provide the special equipment required for the purpose.

52. **Teachers for Rural Areas**. We have already discussed the question of recruiting teachers for the rural schools and suggested some steps for meeting the difficulties experienced today. We here offer a few suggestions for the training of rural teachers.

We recommend as a necessary first step the location of a certain proportion of all training institutions in the rural areas. We would especially recommend for these areas the type of training institutions that give concurrently a general education and a professional training.

These institutions should undertake the preparation of teachers for every school level. They should offer courses suitable for each one of the three stages: lower elementary (or primary) higher elementary (or middle), high and higher secondary. There are already a number of basic training institutions in the rural areas; and so there is no reason why institutions for the preparation of teachers for the secondary schools should not be opened too. The only difficulty that we can see is the difficulty of making available within a convenient without regard to their academic or professional qualifications in the subject. Because of the very great importance of language teaching in Indian schools, special attention needs to be given to the preparation of language teachers. Not only must training institutions be staffed with highly qualified language teachers, but they must also be adequately equipped with books and audio-visual aids.

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range an adequate number of secondary schools of the right kind for practice teaching. This difficulty can be met, however, by attaching the student teachers to suitable schools for some length of time and arranging for them to live in the villages where the schools are situated, thus also enabling them to have an active contact with the communities in which they are teaching.

The curricula of these training institutions need to be very carefully prepared in view of their special function of preparing teachers for rural schools. If one of the most essential steps in rural progress is adequate instruction in agriculture in all village schools, then the rural training institutions must provide for such training. Other forms of manual training, specially of training in the handicrafts related to agriculture such as woodwork and metal work must also find a place in the curriculum. Then, the academic studies included in the curriculum, such as language, the social studies, science and mathematics should all have a rural bias. The same bias should be evinced in the co-curricular activities of the student teachers. Encouragement should be given to the formation of societies and clubs similar to those found in rural institutions in other countries like the Young Farmers' Club, the Community Welfare Association, the Village Games Club and the Rural Homemakers' Club. In short, the entire curriculum of the rural training institutions should reflect the life of people in the rural areas.

IN-SERVICE TRAINING

Periodic in-service training is as necessary for the teacher as pre-service training. We agree with the Commission's recommendation (Rec 22, p. 176) that " The training colleges should, as a normal part of their work, arrange refresher courses, short intensive courses in special subjects, practical training in workshop and professional conferences."

In-service training will be one of the functions of the area training organizations proposed by us. When these organizations come into being, in-service training programmes will necessarily imply the collaboration of state departments of education, school teachers' organizations and training institutions. Without such collaboration no in-service training programme can be of much practical value.

If training institutions are to make proper provision for in-service training, they must be adequately staffed and members of their staffs who devote their vacations or their evenings to such courses must be adequately remunerated. Both in the United Kingdom and in the United States it is the practice for teachers of education who conduct evening or summer courses to be adequately remunerated.

The main objects of in-service training courses will be to refresh the teacher's knowledge, to make him aware of new ideas and practices and to enrich his personal and professional experience. Seminars, study circles, and group discussions are techniques that can be usefully employed in courses of this kind. They will be much more valuable than lectures. Teachers attending such courses will profit by any opportunity provided for them to consult the latest books and magazines and to see new teaching aids. A well organized library and exhibition will be a valuable adjunct to any such course.

The staff for an in-service training course should be carefully selected, attention being paid especially to their personal qualities and their professional experience. They should be capable of making an effective use of the seminar and discussion techniques since these will be the chief methods used in such courses.

53. **Special In-Service Training Courses.** If the recommendations of the Secondary Education Commission in respect of the curriculum are to be implemented, special in-service training programmes will be necessary at once for (i) teachers of crafts under Group C, and (ii) teachers of crafts and technical subjects under Group D.

We recommend that for training teachers in service to teach crafts under Group 'C' special short term courses be organized. These may be arranged either in teacher training or technical institutions or at special centres set up for the purpose. For teachers of technical, vocational and other special subjects, who are already in service but who have not been trained, we recommend short intensive courses in the theory and practice of education.

In addition, we would like to suggest that for better teaching of the crafts in the schools master craftsmen from the neighbourhood should be invited to set up their shops on the premises of the schools to serve as models both to the pupils and to the trained craft teachers.

POST-GRADUATE COURSES

54. **Need for Wide Variety of Post-Graduate Courses.** Besides special intensive courses and regular refresher courses there is need also for systematic post-graduate work as part of in-service training.

In view of the highly specialized personnel in the field of education that will be required in increasing numbers, we recommend that training colleges organize post-graduate courses in a wide variety of specialized fields.

We are not thinking so much of the Master of Education course which will remain a general course in education on a higher level than the first course for secondary teachers. We are thinking more of courses leading to a diploma in a special field like administration, vocational guidance, mental hygiene and child guidance, audio-visual education, teacher education, social education or mental measurements.

We envisage the possibility of training colleges inviting experts in these various fields to assist them in conducting some of these courses.

In this connection, we wish to refer more at length to educational administration. In our opinion, an educational administrator needs a specialized training for his job. Such training should be both theoretical and practical. Among other things, an educational administrator needs to know the educational legislation of his own State as well as of the Centre. He needs to know the administrative set-up of education in his state. He needs to know the several responsibilities for education of the Centre, the State and the local bodies, as also the role of private enterprise, both actual and potential in education. He needs to have technical knowledge in such special fields as educational finance, the construction of school buildings, and school equipment. He needs to be generally aware of the problems of organization and administration of elementary, secondary and collegiate education, but also to have a special insight into the problems of that stage of education with which he is most directly concerned. He must know how to supervise schools and be able to guide and assist schools in developing curricula, keeping records of pupils, etc. Not all this knowledge can be acquired through theoretical studies alone ; much of it will have to be acquired through practical experience. Hence, in the training of educational administrators, there should be specific provision for work as probationers under experienced administrative officers.

55. **The M. Ed. Course.** *We recommend that in the Master of Education course there should be provision for some original research or experimentation in education. We recommend also the practice followed in some Indian Universities of including in the Master of Education course a paper on the methodology of educational research.*

If one of the purposes of the Master of Education course is, as the Commission says (p. 172), "to cultivate aptitude for research so that experiments in new methods and techniques in education suited to the country and the community may be undertaken," we think that it is necessary to do so both by offering a theoretical course in the subject and by requiring an original piece of research howsoever limited in scope. Recognizing the limitation of time factor, we suggest that care be exercised in the choice of topics for research.

56. ***Higher Research Degree in Education.*** *We recommend that training colleges and universities encourage higher research in education by making provision for the Doctor's degree in education.*

As the Master's degree in almost all the Indian universities is called the Master of Education (M. Ed) degree, the Doctor's degree could most appropriately be called the Doctor of Education (D. Ed) degree.

57. **University Faculty of Education**. *We recommend that every university should have a separate faculty of education.*

Not only is education one of the important professions, but it is the single largest profession ; and we feel that if courses in education and educational research are to receive their due attention from the university, there should be a separate faculty of education composed largely of persons qualified in education. Teachers in training colleges, practising school teachers, and educational administrators should all be adequately represented on the educational faculty, which today tends to be monopolised by university teachers,

SERVICE TO SCHOOLS AND THE COMMUNITY

The second function of training institutions is that of service to schools and the community. We agree with the Commission's suggestion (p. 169) that the staffs of training colleges should "serve as consultants to a school or group of schools conducting some programme of improvement."

We should like to suggest a few ways in which training institutions can serve the schools and the community :

(*i*) provision of an advisory or counselling service to schools ;

(*ii*) provision to individuals or organised groups of field workers in education of access to such college facilities as libraries and laboratories ;

(*iii*) participation by members of the staff and the student body in such community activities as forums and other enterprises having a broadly educational aim ;

(*iv*) provision of opportunities to practising teachers to observe the working of the demonstration schools conducted by the training institutions ;

(*v*) collaboration in the production of pamphlets of practical use to teachers in schools, either on problems connected with the general organization of schools or on problems connected with the teaching of special subjects.

RESEARCH IN EDUCATION

We look upon research in education as the third function of training institutions and agree with the Commission's suggestion (p. 170) that "the training college should in essence be not merely a college for training teachers, but an institution for research work in all aspects of padagogy."

Research may be conducted by members of the staffs of training institutions independently or in collaboration with teachers from schools. It may also take the form of investigations by advanced research students under the guidance of the members of the staff.

For collection of statistical data as well as other data which will serve as the bases for the framing of educational policies, a training college will not be the most suitable agency. Such research should be conducted by the state department of education. In the section of this report on *Administration, Control and Finance* we have recommended that each state should have adequate professional personnel attached to the office of the Director of Education for this purpose. However, the services of individual members of staffs of training institutions may be enlisted for such work. The data collected should be made available to any research worker who needs it in connection with his own investigations, The survey type of research again, would generally be a function of the state department, and here also assistance of individual members of the staffs of training colleges would be helpful.

Besides assistance in such investigations, training institutions should undertake research that is directly connected with pedagogy and child development. Some examples of such research are :

(*i*) research having the purpose of improving curricula and syllabuses in schools and training colleges ;

(*ii*) research having the purpose of judging the efficiency of different methods and techniques ;

(*iii*) research in devising and standardising objective tests of various types, specially those that will be helpful in (i) teacher selection at various levels, (ii) selection of pupils for various types of courses and (iii) guidance to pupils.

(*iv*) case studies of children ;

(*v*) studies of problems of backward children ;

(*vi*) studies of problems of gifted children ;

(*vii*) studies of children's interests ;

(*viii*) studies of children's needs in different communities ;

(*ix*) preparation of materials such as vocabulary tests, structural linguistic materials and social studies units ;

(*x*) studies of textbooks and children's reading materials.

Although publication of literature can at best be a peripheral activity of a training institution, training colleges could well engage themselves in the preparation of materials (suitable for publication) that would be useful to teachers and pupils.

There is great need for co-ordinating the research undertaken by different training institutions. At present there is much unnecessary duplication and consequent waste of energy. Area training organizations should prove useful within each State and at least should devise ways and means of making some form of co-ordination possible. An annual conference of principals of training institutions can fulfil this purpose.

We regard the three functions of a training institution—training, service to schools and research—as complementary one to another. The effectiveness of each depends upon the effectiveness of the others. We do not accept the view strongly held by some educationalists that the conduct of research by training institutions tends to weaken the programme of teacher training. Given an adequate staff and the necessary facilities, we believe that research far from leading to a neglect of the other functions, has the effect of invigorating the programmes both of training and of educational service.

with as relatively rigid a curriculum as the Danish, the distinction was clear between demands made on achievement and respect for the inner life and the personality of the individual. Such respect seems to us a natural result of seeing education as providing conditions for all-round growth. Personality is the sum total of this growth, its end product; and as the balance of talents, needs and interests of each individual is different, so each emerging personality will be unique.

Service of Something beyond the Individual. We also find the other broad aim expressed in the Commission's Report, as well as having seen it everywhere in good educational practice. Its formulation in words arises naturally out of the questions : What are we educating the rising generation for ? What ends are we ourselves serving ?

The answers vary widely, to be sure, since they flow from values and ideals, and these reflect the different experience and outlook of educators living in widely differing circumstances. But all have their common basis in the feeling that the individual is part of a greater whole and owes obligation to something beyond his small and transient self.

Since the influence of this aim seems to us important for educational theory and practice, we have tried to trace it into some of its characteristic expressions below.

Interpretation of the Wider Aim. The Commission (pp. 23-29) squarely places on education the obligation to serve the needs of independent India, and derives a set of subsidiary demands from this obligation. Education, we are told, must have *citizenship* as a goal; it must give the country citizens able "to bear worthily the responsibilities of democratic citizenship" and holding a "broad, national and secular outlook." (In a later passage—p. 125—the Commission emphasizes that "secular" does not imply that "there is no place for religion in the State" but merely that the State should not "set its seal of approval on any particular religion"). Education, the Commission continues, must also serve the needs of present-day India by improving *productive efficiency*, thus raising the standard of living of the people. Finally, since after years of "oppressive and widespread poverty" India suffers from a neglect of cultural pursuits and activities, education has the obligation to stimulate a cultural renaissance.

The "beyond-the-individual" aim is here plainly national and social; it combines the obligation to serve the country's needs with the appeal to the individual to lose and hence find himself in the greater whole of the nation.

The commission goes a step further in width of aim, however, and calls for education for true patriotism (pp.26-27), which includes critical awareness of the weaknesses in one's own country and readiness to work for their elimination rather than indulgence in jingoistic self-satisfaction. True patriotism, the Commission adds, goes beyond this, too, to a rejection of the maxim "my country,

what follows, we wish to draw certain conclusions that seem to us to have a bearing on educational planning.

(*i*) Far from being contradictory, the aim of serving the individual and the aim of serving something beyond him can and should be fused into one. Human beings do not grow to full human stature save through taking part in the life about them. Neither human society nor the understandings and values towards which it has struggled through the ages can be preserved and further enriched save through the contributions of free and creative personalities. It is significant that where the Commission elaborates the social aim of securing good citizens, it does so in a chapter headed, "The Education of Character", and there is throughout the Report an interplay of the concepts of individual growth and social obligations. In all the good schools we saw, the teachers were mediating between the child and the greater whole in a way that served both. It was just their artistic achievement of harmony between the two that gave rise to the purposeful as well as happy spirit in their schools.

(*ii*) The fact that the concept of what greater whole was being served varied between different educators seemed to matter less than the degree to which the concept inspired them. We saw schools doing good and evencreative work in a happy spirit where the inspiration of the leaders was of a humbler order than the terms we have been using might suggest. There was, for instance, the excellent school in Northumberland, where the head and staff seemed above all devoted to the ideal of serving the needs of the surrounding farming community and fitting its children to turn to its service. And we saw keen, happy urban schools with a vocational bias where the teachers seemed to find their motivation in the aim of turning out young people who would decently and competently take their place as citizens and carry out the tasks their local community required of its members. Examples could be multiplied, but enough has been said to illustrate our conclusion that down-to-earth forms of the aim of service are not to be despised.

To this we should, however, add two observations. First, a down-to-earth motive may perhaps be less restricted than at first appears. Behind it may lie wider concepts of social and moral, perhaps of cultural and religious values. Second, although a teacher will work best when inspired by concepts suited to his understanding and should be left free to do so, there is no doubt that the wider and more profound the ideals a teacher holds, the richer will be his contribution and the better he will equip the children in his care to understand life and to serve it.

(*iii*) The preceding sentence has a special implication for those planning the education programme, particularly those planning it on a state-wide scale. Ultimately, education everywhere must serve the same aim : the common aim of mankind to struggle up out of bondage and darkness. Lesser aims there may be on the way ; but a people whose education is directed by aims that, because of their narrow range, conflict with the ultimate aim, is being directed into a blind alley.

The Commission has heeded this truth in its insistence that patriotism must have no narrower a final goal than a One World allegiance. The acts of worship that are at the heart of the institutions inspired by the Mahatma are another example of going beyond restricted and hence conflicting aims. What is best in the cultural heritage of each people is of universal value, and the service of this heritage receives its deepest significance as the service of all mankind.

No lesser values and no lesser concept of service should lie behind the planning of nation-wide schools systems.

(*iv*) The aims and values held by persons in leading positions in an educational system will influence both the spirit and the practices throughout that system. They are contagious. Those that we have described on the previous pages seem everywhere to have led to an attitude of respect for personality all down the line of authority, from the highest administrators to the children in the classrooms. They are also the bases of the happy and co-operative spirit we have observed in fine schools in every country visited on our tour.

The broad aims have implications for the curricula, too. Few if any existing programmes of education have been drawn up in the logical order, first defining aims and then framing courses and methods to carry them out. They have mostly grown piecemeal and been modified from time to time in response to new demands and to shifts in emphasis. But these demands and shifts tend in the long run to bring educational institutions into harmony with the underlying aims and values of those that lead them. And the formulation of basic aims can in its turn serve as a yardstick in judging the suitability of existing plans and practices.

Specific Objectives. In the sections above, we have been dealing with the aims we seemed to see behind good educational practice and have found spelled out in the Commission's Report. It may be helpful to formulate more specific goals as well : particular objectives to be reached at some given stage of the school system. For the most part, such goals may be expressed as levels of attainment.

We have, therefore, started from the assumption of an 8-year primary or basic stage and asked ourselves the question : What should be achieved by the end of the first 8 years of schooling ?

In answering this question, we have had to recognize that there can be wide variations due to different individual abilities and backgrounds, differences arising out of pursuing an 8-year course in a single institution or with transfers from one school to another, and differences in curriculum for those who are terminating their schooling at the end of the course and those going on to the next school stage. Bearing all this variety in mind, we have considered it best merely to formulate a set of minimum objectives : attainments and experiences necessary for all normal pupils leaving the 8-year school.

We thus have arrived at the following list. We have made no attempt to place them in order of importance but simply in what seems to us a convenient manner, that is, first those that are wholly or largely the responsibility of the school (within this group come first the more traditional, intellectual objectives, then the artistic and the constructive); second, those where the responsibility is in large measure shared by home and society ; and finally, the objective basic to all the rest : physical health. We have added a further objective that concerns only those leaving school to enter the world of work.

Minimum objectives for the 8-year School Stage.

(*i*) A thorough mastery of the 3 R's—reading, writing and arithmetic—with some fluency in their handling, as well as reasonable ability to express thoughts and describe experiences in speech and writing.

(*ii*) Elementary ability to draw independent conclusions and to obtain information through first-hand observation as well as from simple reference material.

(*iii*) An insight into the cultural heritage, through literature, science, art and music.

(*iv*) (This objective is less a level of attainment to be sought than experiences and opportunities the child should have had). Some realisation through first-hand experience of the release of creative forces through self-expression in the media of art, and opportunities to discover talents in this field ; consequently some understanding of the outlook of the artist and the significance of his labour.

(*v*) A fair competency in at least one handicraft, and practical experience of another.

(*vi*) A good level of manners and poise in everyday social intercourse : some measure of skill in the practices of citizenship.

(*vii*) (This objective is only applicable to those who leave the school to enter the world of work). Some orientation in the world of work obtained through (i) instruction about the nature and demands of appropriate branches of employment as well as of working conditions and the duties and rights of employers in them ; (ii) guidance and counselling as to which types of employment to seek ; (iii) orienting pre-vocational electives in the curriculum.

Objectives for the Stages beyond the First Eight Years. We envisage much variety in the length of studies, their purpose and their nature in the years to follow the 8-year school. The objectives to lay down will, therefore, also vary widely. They will in general be of two kinds : minimum levels of attainment in "core" aspects of development required of all persons as citizens and generally educated individuals ;

and minimum levels in fields of competence required for the type of employment or further studies the particular individual seeks to enter on. The two categories of objectives will be recognized in the list given for the 8-year stage. For the following stages, all we can say is that the levels will have to be higher to a degree appropriate to the particular stage and the particular further studies or type of employment sought.

B. ORGANIZATIONAL PATTERN

General Pattern. The Central Advisory Board after studying the Commission's Report has recommended the following structural pattern :

(*a*) 8 years of integrated elementary (Basic) education.

(*b*) 3 or 4 years of secondary education.

We agree with this recommendation and offer the following comments :

58. **The First Eight Years.** The first eight years of schooling in India is at present given in three parallel systems : 8-year Basic (Wardha) schools ; 5-year primary plus 3 year middle or lower secondary schools ; 5-year elementary plus 3-year higher elementary schools.

The Commission has pointed out (p. 81) that "the existence of basic and non basic schools side by side tends to create a kind of unhealthy caste distinction in education". The Commission has also pointed out that the content of the curriculum will as far as possible be similar in the different types of schools and that "it is now an accepted principle that the primary curriculum whether-basic or non-basic should be based on activities."

We agree with this statement and think that the C. A. B.'s use of the word 'integrated' implies a recommendation to bring together the present parallel systems. We also believe that the courses in the lower and higher stages of the 8-year span should be integrated. This is easy to do when a single institution houses both stages. At present, however, a majority of schools offer only 4 or 5 years of instruction, and those children who desire to continue after this must transfer to another institution. Integration here presents a more difficult problem.

We recommend that, where possible, expansion of facilities shall take place by providing for all 8-years of the elementary stage in a single institution.

We recognize that there are historical and practical reasons behind the division, in India as elsewhere, of these eight years into two stages, in two different institutions, and we feel that the problem of transfer will remain and continue to call for special efforts to achieve an integration of the courses given in separate institutions. A large majority of primary schools at present have only four or five classes and many of the lower and secondary middle school classes are attached to secondary schools. The courses of study, and in some States the system of departmental control of the elementary schools and the higher elementary classes attached to them, are different from the courses of study and control for basic schools and lower secondary classes attached to secondary schools. We recognize that even after an integrated eight year course has been achieved, it may be necessary to have the lower and the higher stages of the course in different schools. In some places it may be necessary to have the higher stage attached to secondary schools. In other areas there may be a few 'central' schools of the higher stage and a number of schools of the lower stage so that the younger children do not have to walk long distances. In any case, in the integrated system all elementary schools should have the same objectives, although they may adopt different methods of teaching and adapt their courses in the higher stage to meet the needs of the pupils and the interests of the locality. If departmental control of elementary and secondary schools functions through two different boards, it will be necessary to co-ordinate the work of the two boards, especially for dealing with matters concerning the higher elementary classes attached to secondary schools.

The General Pattern Abroad. In the countries visited by us the main patterns for full-time schooling are as follows :

DENMARK

(compulsory period 7 to 14)

A. Urban

4-year primary school (7 to 11)
—sometimes preceded by a one-year kindergarten

4-year 'examination-free' middle school, *or*

4-year 'examination' middle school (11 to 15)

1-year 'real' class (15 to 16) built on 'examination' middle school

3-year high school (if entered from middle school)

2-year high school (if entered from 'real' class)

Public examinations : at the end of the 'examination' middle school (largely internal examination), the 'real' school (largely internal examination) and the high school.

B. Rural

(*i*) 7-year school giving primary and 'examination-free' middle school education.

(*ii*) 9-year elementary school (6-15)
3-year part-time vocational school (15 to 18)

(*iii*) 4-year primary school (6 to 10)
8, or more years' grammar school (10 to 18)

(*iv*) 6-year primary school (6 to 12)
(3-year 'practical' secondary school (12 to 15)
(3-year part-time vocational school (15 to 18), *or*
(4-year technical secondary school (12-16)
(2-year part-time vocational school (16 to 18) *or*
7-year grammar school (12 to 19)

Public examinations : at the end of the grammar school course and of part-time vocational education.

THE UNITED STATES OF AMERICA.

(*Compulsory period 6 to 15*, 16, or 18*)

(*i*) 6-year primary school
3-year junior high school
3-year senior high school

(*ii*) 8-year elementary school
4-year high school

(*iii*) 6-year primary school
6-year high school

(*iv*) 7-year elementary school
5-year high school

Public examinations : in the sense in which 'public' is used in India, none.

The Higher Stage. The Commission has recommended—

(*i*) that the first year of the present intermediate stage should be replaced by the last year of the higher secondary stage which should be of four years' duration ;

(*ii*) that for those who pass out of the (three-year) high school there should be provision for a pre-university course of one year (first year of the persent intermediate stage), during which period the scheme of studies should be planned with due regard to the needs of the degree or the professional course to be taken ;

(*iii*) that the first degree course in the university should be of three years' duration.

*Note. Only in a few southern States is this the case. Elsewhere, compulsion obtains up to 16 or beyond.

We have gathered that there are strong differences of opinion regarding the acceptance of the organizational pattern recommended by he Commission. Among other reasons that have been advanced for doubts regarding the proposed changes are :-

(*i*) While it is desirable to have provision for a 5-year higher secondary course, it is not essential that all pupils who wish to have secondary education should have a four years' course. A three years' high school course may be sufficient for some who wish to terminate their education at that stage.

(*ii*) While one single pattern of educational structure may be convenient, it may not be practicable or advisable. Flexibility in structure is a feature which helps growth, efficiency and adaptability to the needs of society.

(*iii*) In English universities where the first degree is a three-year course very few students enter on their university studies until they are well on in their nineteenth year.

(*iv*) Though the intermediate stage in Indian universities has been a part of the 4-year degree course, it serves also as a stage at which a very large number of students drop out for various reasons. There are at present numerous avenues for vocational and professional training open to those who complete the intermediate stage and it may not be wise to eliminate this possible terminal point.

(*v*) It is desirable that in the entire structural pattern of school and collegiate education there should be more terminal stages which would divert a greater proportion of students than at present to avenues other than the higher courses in the university.

(*vi*) The Commission has said (p.32) that a large majority of the existing high schools will be unable for some years to come to convert themselves into the contemplated higher secondary schools. This would mean that it will be difficult for a large majority of pupils to get the higher secondary school certificate. This as well as the problems connected with the conversion (i) of high schools into higher secondary schools, (ii) of intermediate colleges into either higher secondary schools or degree colleges and (iii) of degree colleges into three-year degree colleges with pre-university classes, and the provision of pre-professional courses in professional colleges, will create difficulties in many States at a time when the States should be seriously concerned with the expansion of basic schools and development of secondary education.

In view of these and other reasons it seems to us that if the States wish to adopt more flexible organizational patterns they should be free to do so. We give below the ways in which we have seen similar problems met in Denmark, the United Kingdom and the United States.

Patterns in other Countries. In Denmark a rich variety of continuation courses at all levels provides for large numbers of young persons wishing to obtain vocational competence or further general education. Such courses open avenues to employment in many fields and lead to higher technical studies or even, in some instances, to university studies. The complete secondary school is of 7 years' duration, consisting of a 4-year middle school and a 3-year senior scondary school. The first five years ending with the first class in the senior scondary stage may be a terminal course leading to what is called the *real* certificate. The *real* certificate opens the way to the world of work in many fields, to certain higher vocational institutions such as the college of engineering, the school of pharmacy and the school of dentistry, and to a variety of lower technical and vocational institutions, whether whole or part-time. It also leads, of course, to the remaining two classes of the secondary stage which terminate with the matriculation examination.

In England there are secondary schools of various kinds at which pupils stay for varying lengths of time. In the grammar schools there are 'sixth form' courses of two or three years' duration preparing students for the university and for other types of higher education. There is also a large variety of continuation courses leading to competence in various branches of employment.

In the United States also there is a wide variety of continuation courses at various levels. We should especially like to mention the junior college or community college. A junior college generally offers four types of courses :—

(*i*) two-year terminal courses in general education ;

(*ii*) two-year courses leading to admission with advanced standing in the universities and senior colleges ;

(*iii*) two-year terminal courses of a vocational nature ;

(*iv*) special short-term courses and adult education courses of varying lengths.

Normally, the completion of the two-year course is recognized by the award of the degree of Associate of Arts or Associate of Science.

Suggestions for India. On the basis of the above discussion, we have the following suggestions to offer :

59. **Length of the Secondary Course.** *We recommend that the secondary course may be of 4 or 3 years' duration on the lines of the 4-year higher secondary school recommended by the Commission and the existing 3-year high school respectively. Both these courses should be flexible in their objectives so as to cater for pupils who wish to offer them as terminal courses or as preparation for higher courses of study.*

We believe that for a long time to come, and as long as high school education is not free and compulsory, there will be a fair proportion of pupils, who for financial and other reasons, would prefer to terminate their secondary education at the end of the 3-year high school course as at present and enter upon vocations or join vocational courses. It does not seem to us to be necessary that such pupils should be required to continue in the secondary school for one more year to complete the higher secondary course. What is important, however, is that during the eight-year elementary and the three-year high school they should receive an effective education suited to their aptitudes and interests and that when they leave school with the high school certificate they should have opportunities for part-time or full-time vocational training.

We agree with the Commission that it will be very difficult for some time to come for many of the existing three-year high schools to convert themselves into higher secondary schools with the necessary accommodation, equipment and staff. Unless the fourth year class of the higher secondary school has equipment and staff comparable with the existing junior intermediate class, pupils proceeding from it are not likely to reach the standard of attainment of the junior intermediate student ; and this will have an adverse effect on the standards of the universities. We feel that great care will have to be taken in converting high schools into higher secondary schools, so that pupils leaving them do not have attainments lower than those completing the present junior intermediate stage.

On the other hand, wherever possible, high schools should be encouraged to convert themselves into higher secondary schools, as a four-year secondary school will provide a more complete secondary education and prepare pupils better for university education. How pupils from the higher secondary schools may be fitted into college *courses which may be 3, 4 or more years' duration is a matter for the universities to decide.*

60. ***Junior Colleges.*** *We recommend that an institution similar to the junior college of America be developed for pupils who wish to continue their education after the high school or the higher secondary school, but are not thinking of higher university studies.*

A junior college may be an independent unit or a part of a high school or a part of a degree college. Junior colleges may be under the control of the State education department or the university or both. They would differ from the present intermediate stage of the university in the flexibility of their courses both in their duration and in their objectives. Students who successfuly complete the full course of the junior college may be awarded the degree of Associate of Arts or Associate of Science in order to establish their qualification for entry into the different avenues of employment available to them.

The primary function of junior colleges should be to provide an all-round terminal education with an added emphasis on semi-vocational and semi-professional preparation They may, in addition, provide the necessary pre-university preparation for students from three-year high schools proceeding to the three-year degree course. We also envisage the possibility of a small proportion of junior college graduates desiring to continue their studies leading to the Bachelor's degree. The length of the degree course for such graduates would be a matter for the universities to decide.

Among the numerous semi-vocational and semi-professional courses we have found in American junior colleges are :—

Ceramics
Merchandising
Junior accountants
Food processing
Engineering aides
Electric technicians
Communication installers
Display technicians
Lay-out artists
Dental technicians
Statistical aides
Medical secretaries
X-ray technicians
Laboratory technicians
Landscape gardeners
Horticulturists
Building maintenance
Automotive mechanics.

We believe that a terminal stage at the end of the junior college is desirable in India for many students who, for want of such a stage, now proceed to the degree courses of the university. Students who complete the junior college should be competent to enter many of the public services now open only to those who have university degrees. They might also very well be the main source for the staffing of the higher stages of the eight-year elementary schools for some time to come.

61. **External Examinations.** In the pattern given above there are terminal stages (i) at the end of the eight-year basic or elementary course (ii) at the end of the three-year high school course, (iii) at the end of the four-year higher secondary course, (iv) at the end of the junior college course, and (v) after the degree course.

We recommend that there should be no external examinations at the end of the elementary stage and the three year high school stage, but certificates authorised by the state should be given to pupils who complete these terminal stages, This pattern can be introduced without seriously disturbing the existing structure in many of the States. The flexibility provided in the structure and the fact that the three-year high school, the four-year higher secondary school and the junior college can be terminal courses as well as courses leading to a large variety of continuation studies, are valuable for growth and efficiency in education.

If, as the Commission has recommended, selection for and recruitment to the different public services are made at definite age periods, the provision of additional terminal stages in the structure will be found to meet an urgent need. It is our hope that many students will consider the junior college as one which gives them adequate education for joining public services of various kinds.

62. **Maturity of Pupils.** During our tour abroad we were impressed by the generally high level of attainment of pupils at the end of the primary and the secondary school stages as compared with Indian pupils at the same stages. This seems to us to be connected with the higher age level of pupils at equivalent stages in the school abroad. They are more mature and therefore able to achieve greater progress. In Denmark where the total school period is eleven years, primary education begins at the age of seven and pupils matriculate at the age of eighteen. In the other countries we visited we also found that few pupils enter the universities before the age of eighteen. So long as the total length of the school period cannot be extended, and as certain standards are to be reached, it is better to give the available schooling during the age period when it gives the maximum benefit. The Commission refers (p. 31) to the age of six as that accepted by the Government of India for commencing school ; but in practice it is common for children to do so at five and begin straightaway the systematic course of instruction.

In the United Kingdom and the United States many children start school at five, but they do not begin systematic learning (of the three R's) till later. In Denmark, kindergartens, where no formal instruction is given, are increasingly being provided for children whose parents desire them to begin some kind of schooling before the age of seven. The English Ministry of Education has stated its opinion that "there should be no systematic teaching of reading, writing or number before the child has attained the mental age of six."

We recommend that entrance upon a systematic course of instruction in the elementary school should not, save in exceptional cases, take place before the age of six.

63. **Nomenclature.** There is at present some confusion about terms, in particular 'secondary', 'elementary', 'primary', 'basic' and 'Basic'.

We recommend that regardless of the organisational pattern of the first eight years of schooling this stage be called 'elementary' and the following three or four years of schooling be called 'secondary'.

Diversified Courses. We have found that there is a certain amount of misunderstanding regarding the objectives of the diversified courses recommended by the Commission, though the Commission has stated these very definitely. On page 36 of the Report it is said : "The whole modern approach to this question is based on the insight that the intellectual and cultural development of different individuals takes place best through a variety of media, that the book or the study of traditional academic subjects is not the only door to the education of the personality and that, in the case of many—perhaps a majority—of the children, practical work intelligently organized can unlock their latent energies much more successfully than the traditional subjects which address themselves only to the mind, or worse still, the memory." And again on page 43 : "The objective of the school is to give an all-round training in the use of tools, materials and processes which are mainly responsible for turning the wheels of civilization. The school is not intended to produce artisans." It is obvious from the courses proposed by the Commission with a strong core of general studies that the technical or vocational studies will constitute only about one-third of the curriculum. The secondary technical schools of England are also planned in this manner. The diversified courses now functioning in the high schools in Madras and the courses in the technical high school recommended by the Sargent Report are also based on these principles. In the technical courses in the comprehensive schools in America at least fifty per cent of the time is devoted to the core curriculum for general education. The main objective of the diversified courses in secondary schools is, therefore, general education with a vocational bias, and not vocational competence for direct entry into vocations. For more intensive technical and vocational education at the secondary school level a parallel system of technical and vocational courses, both part-time and full-time, is provided in the Commission's Report (See p. 45).

64. **Continued Education.** In all the foreign countries we visited, we found rich provision for continued education at all levels beyond the compulsory school stage. This took the form of full-time and part-time courses, evening schools and even residential institutions. The part-time and evening courses generally made use of the regular school buildings and of the services of school teachers who, incidentally, found opportunities for extra employment involving use of their professional skill. The courses ranged from general culture to specific trade or vocational training. A good illustration of the importance of such courses is found in Denmark. The period of compulsory schooling is only seven years. But through locally felt needs an enormous variety of continuation courses has arisen. The state is obliged by law to give substantial aid to any *bona fide* course whether organised for cultural or vocational purposes. The result is that, in spite of the restricted period of compulsory schooling, Denmark has one of the highest cultural levels of the world. As a temporary measure, the Commission advocates (p. 53) making part-time education available for children leaving school before the end of the eight-year period. We agree with this recommendation.

We further recommend that the States consider the question of providing continuation courses at all age levels, including the adult, with a view to encouraging this important and relatively inexpensive supplement to regular school courses.

Multi-purpose Schools. We agree with the Commission's view (p. 36) on the advantages of a diversification of courses and support the recommendations that multi-purpose schools be established wherever possible (Rec. 8, p. 57), and that pupils who have successfully completed such courses be given opportunities to take up appropriate higher specialized courses in polytechnics or technological institutions (Rec. 9, p. 57).

65. **Multi-purpose School Systems**. *The provision of a large number of different types of courses may not be possible in every school. We recommend that in such circumstances, if the school population justifies it, arrangements be worked out co-operatively for each school to offer one or two types of courses, so that taken together the schools make available a wide range of different courses to the children residing in the area.*

We saw this system working successfully in Southampton, England. Different schools in the area provided courses in agriculture, naval pre-service, shipbuilding, carpentry, home science, commercial subjects, etc.

Agricultural Education. We believe that the aim of raising both the standard of agriculture and the level of general culture in the Indian countryside can be served by the introduction of agriculture as a subject in rural multi-purpose schools and we endorse the Commission's recommendation in this regard. (Rec. 10, p. 57).

In the United Kingdom and the United States we found elective courses in agriculture, horticulture and animal husbandry given in a number of rural secondary schools. In highly advanced agricultural Denmark, on the other hand, rural secondary schools had the same general culture curriculum as urban schools and agricultural courses were given as a part of continued education at various levels.

66. **Technical Education**. Our experience confirms the findings of the Commission on the present position of technical education in India and we agree with the Commission's analysis of the categories of students requiring it. We were impressed in Denmark, the United Kingdom and the United States by the close co-operation in this field between industry, labour and the school. The systems of apprentice training in vogue in these countries tallied well with what the Commission advocates in its Report.

We agree with most of the Commission's recommendations on technical education (Recommendations 11—15, & 17, pp. 57-58) and with those of the Central Advisory Board (contained in Part B, paragraph (2) (f) of the Report of its Committee on the Secondary Education Commission's Report).

We further recommend that the States and the All-India Council for Technical Education consider the advantages and the possibilities of a liberal provision of evening and other part-time technical courses at various age levels in addition to full-time technical schooling.

We have some reservation about the wisdom of the Commission's recommendation (Rec. 16, p. 58) for an Industrial Education Cess. (See the section in this report on *The Financing of Education* for a fuller discussion of this matter).

Residential Schools. In parts of rural England and Wales we found residential secondary schools that in their successful operation seemed to bear out the views of the Commission (pp. 51-52) in this matter. Some of these schools were only partly residential. The primary purpose behind these residential schools was to provide secondary education to children who lived at an inconvenient distance from available day schools ; but they also catered for children who, for one reason or another, were in need of residential schooling. We found in these schools most of the benefits generally associated with good public schools without the disadvantages of social segregation.

We endorse the Commission's recommendation that residential schools should be established in suitable centres (Rec. 20, p. 58).

C. CURRICULUM

Our experiences during our tour of India support the findings of the Commission (pp. 20-22 and pp. 74-79) regarding the defects of the existing curriculum which the Commission describes as too narrowly conceived, laying too much emphasis on bookish knowledge, crowded with insignificant detail, insufficiently adapted to individual differences, dominated by examinations, lacking in provision for technical and vocational studies, and "out of tune with life". It "fails to prepare students for life. It does not give them a real understanding of, or insight into, the world outside school, into which they will presently have to enter."

Similar criticisms have in the past been levelled against the curricula of schools in the Western countries and still are levelled in some areas. One might almost say that the dominant efforts of educational reform in the West during the last fifty years have been directed to solving this very problem of an unsuitable curriculum. On the whole, we found many similarities in the solutions arrived at in Denmark, the United Kingdom and the United States and close correspondence between them and the principles the Commission advocates (p. 80). But the differences, too, are of interest and represent different concepts of the balance that should be struck between certain competing objectives : on the one hand, catering to individual interests and needs and, on the other, maintaining standards; on the one hand, regard for the needs of society at the moment and, on the other, the obligation to the permanent values in the cultural heritage; on the one hand, the wish to give every child the whole range of curricular choices, and, on the other, the need to distribute available resources to the best average advantage of all.

We agree with the Commission's view on the basic principles of curriculum construction (pp. 80-81) and their translation into more specific terms as objectives and fields of study for the middle school (senior Basic) stage and for the high school stage (pp. 81-84 and pp. 84-94). We endorse the Commission's recommendations 1 to 3 on p. 100 regarding the curriculum.

MIDDLE SCHOOL (SENIOR BASIC) STAGE

Minimum Levels of Attainment. In view of the desirability of bringing the different types of schools into closer integration, we suggest that educational authorities study the question of common minimum levels of attainment.

67. **Provision of Electives.** Since for a long time to come a large majority of pupils will not continue school beyond the 8-year period, we consider it necessary to frame the curriculum so as to serve their needs as well as those of the minority going on to the secondary school stage.

We therefore recommend that, at the middle school stage, in addition to the common core subjects, electives be provided to serve the needs of pupils of varying abilities, some of whom will leave school after the eighth grade and others will go on to the secondary school.

In England, at the age of 11+, pupils are selected according to their abilities and aptitudes for secondary grammar, technical or modern schools. In Denmark, pupils who may not profit by higher academic education are guided at 11+ to study in the non-examination middle school. In the United States while there are no separate schools for pupils of varying abilities, electives are provided in addition to the common core subjects. The electives we recommend for this stage may be provided taking into consideration (*i*) their suitability for pupils who will terminate their regular schooling after the eight years, (*ii*) their suitability for those who will continue their education in a secondary school, and (*iii*) the needs and special interests of the locality.

The electives suggested, apart from the choice of English to which a reference is made later, are intended to give the pupils the essential skills in the handling of everyday tools and to acquaint them with the processes employed in the local industries. Examples of such local industries are agriculture, horticulture, poultry rearing, dairying, fisheries, weaving, tanning, leather craft, pottery and glass industry. It should be possible for a school which provides one or more of these electives to correlate much of the teaching of the other subjects to the electives offered, as is done in the Basic schools.

The increasing enforcement of compulsory schooling up to the age of 14 will make it more and more necessary to provide for the whole range of intellectual abilities in the age group 11-14. This problem is met in Danish and English schools by dividing the children according to their abilities and interests and providing different schools or streams within the same school for them. The practice in the United States is more commonly to allow all to attend the same school but to provide for individual variations through electives and through differentiated courses in certain subjects. We suggest the American solution as more appropriate for India.

68. **Language Courses.** We believe that pupils unable to profit from the ordinary courses in a particular field of study should be given courses on a level, and conducted in a manner, suited to their abilities. This principle should be applied to language courses as much as to courses in other subjects. Thus, while agreeing with the Commission's view that some proficiency in a second language is desirable for all, we do not think that all pupils should be required to follow the same course.

We recommend that those who cannot profit from the ordinary language studies should take a simpler, direct method course leading to an elementary working knowledge of the second language while the linguistically gifted pupils should be given a more advanced course during the last year or two of this school stage.

We agree with the Commission's view that every child, whose mother tongue is not Hindi, should take Hindi as a second language in the middle school (senior Basic) stage.

We also agree with the Commission's view that every school should make provision for the teaching of English, though not as a compulsory subject. It should be taught as a foreign language. This would follow the practice in Denmark, West Germany and Japan as in most other non-English speaking countries.

Place of Music and Art. We were impressed everywhere abroad by the important place given to music and art in the school curriculum. In some institutions we found not only excellent work being done in music and art classes as such but also a close correlation between these subjects and the work done in other fields. The Commission regards music and art as essential activities in the middle school, and we endorse this view.

69. **Artistic and Attractive Classrooms.** In Denmark, the United Kingdom and the United States we found special attention being given to make the school and its surroundings beautiful. The classrooms were invariably well lighted and well ventilated and the classroom walls were painted in attractive and soothing colours. In the Danish schools in particular, beautiful plants, flowers, pictures and sculptures were generally used to make the classrooms and corridors cheerful and attractive. The pictures and sculptures exhibited were generally originals by reputed local artists or by the school children themselves. In some schools in India, too, we were impressed with the cleanliness of the buildings and the grounds and with the efforts to beautify classrooms ; but we were even more distressed to see many schools with dark, ill-ventilated, overcrowded and dreary classrooms. Good school accommodation, not necessarily expensive, but healthy and tasteful, is in itself a valuable provision for the wholesome development of the personalities of children and for the cultural improvement of society.

We recommend that education authorities and school managements pay special attention to making school buildings pleasant and attractive.

The Place of Craft. We agree with the Commission's emphasis on the need to give every pupil continued experience of working in some form of handicraft. We suggest that this may be done either by providing a single course in a locally predominant craft or by providing a number of courses of shorter duration in handicraft activities of basic importance, such as woodwork, metal work, pottery and gardening. These were the commonest forms of work with the hand that we found in schools abroad. We think that pupils at this stage should have the opportunity to acquire the basic skills in handling tools for shaping the common materials of everyday use such as wood, metal and earth. Some schools may want to provide short subsidiary courses in these crafts correlated to the main craft chosen; others may find it more useful to have courses, of a year's duration, in each of these crafts. In one school in England we found a 'handyman's course' which included carpentry, metal work, brick work, painting and interior decoration.

Repetition of classes. We were painfully impressed during our tour in India by the wastage of human resources and available school facilities arising out of the disproportionately large number of pupils who are made to repeat classes. We recommend that this question be given serious consideration. The following suggestions may prove helpful in evolving suitable ways and means of avoiding the present wastage :—

(*i*) smaller classes;

(*ii*) individual and group methods of teaching;

(*iii*) special classes for corrective work;

(*iv*) differential assignments suited to the abilities and attainments of pupils;

(*v*) better methods of evaluating progress and diagnosing errors;

(*vi*) reducing irregular attendance of pupils ;

(*vii*) basing promotion to higher classes on progress during the year and not on an annual examination;

(*viii*) promotion by subjects and grouping of pupils by subjects.

HIGH AND HIGHER SECONDARY SCHOOLS

We agree with the Commission's recommendation regarding the provision of diversified courses of study at this stage. Regarding the detailed curriculum, we recommend the following modifications :—

70. **Composite Language Courses.** *In Section A (i) in addition to the mother tongue or the regional language or a composite course of the mother tongue and a classical language, we recommend a composite course of the mother tongue and a regional language or a composite course of a regional language and a classical language.*

71. **The Social Studies Course**. *We recommend that in Section B (i) the course in the social studies may be taught in any two years of the high school or the higher secondary school or it may be spread over the three or four years. This subject should not, however, be examined at the public examination.*

This modification would allow pupils who do not elect history or economics and civics in the Humanities Group in Section D to benefit from the social studies course at a maturer age than that in the first two years of the high school. We do not think that any pupil should be exempted from the social studies course. This position is consistent with the emphasis laid by the Commission on the development of civic understandings and civic attitudes.

72. **Courses in Crafts.** *We recommend that in Section C, instead of having to take one craft for the whole period of four years a pupil may take a different craft in each year.*

The reason for suggesting this change is that there may be some pupils who will benefit more by acquiring the elementary skills in two or three of the important handicrafts useful in everyday life than by pursuing one craft for four years. It has been found that with able craft teachers to guide them, pupils of this age can attain a fair proficiency in crafts even in one year.

73. **Combination of Subjects in Section D.** *We recommend that pupils be required to take only two subjects from one of the groups in Section D and that they be permitted to choose their third required subject freely from the same or any other group.*

This modification is recommended to make it easier for pupils to choose combinations of subjects which suit them best according to their special interests. There should also be provision for pupils to change their elective subjects with the minimum loss of time if it becomes plain that their first choice was wrong.

74. **Adequacy of Curricular Offerings by Schools**. *We recommend that in any group offered by a school under Section D not less than three of the listed subjects should be provided by the school.*

Unless this provision is made, pupils who desire to specialize will not be able to get the benefit of specialization in the group concerned.

Stage of Diversification. We take note of the Commission's recommendation that diversified courses should begin really in the second year of the high school stage. The Commission has, however, put forward a modification of this recommendation in paragraph 2 of page 91, and we think that some diversification may begin in the first year.

75. **Encouragement to Schools to Reconstruct their Curricula.** *Having regard to the overriding importance of giving the maximum possible autonomy to schools and of encouraging creative initiative on their part as*

well as to the need for adapting curricula to changing circumstances, we recommend that education departments should encourage and assist schools in reconstructing their curricula and courses of study.

Such assistance may take various forms. Refresher courses may be organized ; guidance in the preparation of courses and methods may be offered by the inspectorate ; and financial aid for necessary equipment for new courses may be provided.

D. CITIZENSHIP EDUCATION

In the chapter on *The Education of Character* the Commission has offered many suggestions for citizenship education which are of the utmost importance at the present time when the country is passing through a phase of rapid developments in the field of education and of great changes in the social, economic and political life of the people. "Education in the proper sense is training in the art of living." Schools should realize this purpose of education and should reorientate their activities so as to educate their pupils to live as efficient and useful citizens of a democracy. They should become "laboratories in which social life, ideally conceived, is reconstructed and rehearsed." The Commission has rightly pointed out (p. 119) that "when we complain of indiscipline or lack of earnestness or slipshod methods of work or failure to appreciate the dignity of labour in the students, we should not forget that these may be due largely to defects in the community." This is all the more reason why schools should realize their responsibility for citizenship education.

Individuals learn through one or a combination of two or three different means :

(*i*) *by precept*—learning through what is formally taught ;

(*ii*) *by example*—learning through the observation of others;

(*iii*) *by experience*—learning through doing, that is, by active participation.

The Preceptual Approach. This approach finds its primary usefulness and implementation in the organized curriculum and courses of study in the school. In each of the areas of organized subject matter comprising the curriculum, definite provision should be made for the inclusion of materials which contribute to the student's knowledge and understanding of the problems of citizenship. Not only must such awareness be manifest in the selected content of courses of study but, equally important, teachers must have such an awareness and utilize the numerous opportunities afforded each day for emphasizing the lessons inherent in such materials.

As the Commission has said, teachers can present all the school subjects, particularly the social studies, in such a way that students may develop a right outlook on the world in which they are living and acquire a proper appreciation of the nature of human relationships. An imaginative and sympathetic study of literature—of great books and great authors—can inculcate noble ideals and values. Teachers can also help pupils realize through their classroom work that great achievement calls for high standards of efficiency and integrity which are the basis of character. "They should enable them to cultivate a high sense of duty and the conscience of the artist which will not be satisfied—if it can be satisfied at all—with anything less than the best and the noblest,"*

The organization of the curriculum and the methods of teaching and exmination are important in helping pupils to acquire confidence in themselves and joy in doing the tasks allotted to them. If the courses of study are not suited to the abilities and aptitudes of the pupils and if examinations have the effect of developing in them an undue sense of inferiority, they are likely to leave school with a feeling of frustration and a sense of insecurity which are apt to express themselves in hostility towards society. The cause of indiscipline in schools and outside can often be traced to these factors. On the other hand, courses of studies suited to their aptitudes and abilities, wise counselling and guidance by teachers and a sound system of appraisal of school work will encourage them to aim at excellence in their own fields and to go out into the world with confidence and optimism.

The Importance of Example. The example set by the teachers and the senior pupils of a school play an important role in citizenship education. It is, of course, assumed that parental example also greatly influences pupils, and so it is necessary that teachers and parents should co-operate in this task. The teacher's character, his outlook on life, his behaviour in the class and outside, his attitude towards his work, his interest in the school activities, his habits of reading, all have an influence on the growing child. The teacher is the most important factor in the education of the young citizen and society should do everything possible to see that the status and the conditions of employment of teachers are such that the best young men and women are attracted to this most important profession.

It is an encouraging fact, however, that in spite of adverse conditions, teachers are on the whole idealistic enough and capable of doing good work, if they are given adequate guidance and encouragement. Many of them, having been themselves educated in schools and colleges with limited facilities for an effective citizenship education programme, are ignorant of how such a programme can be organized and operated. It is here that training institutions can help the schools not only through their pre-service and in-service training courses but also through their researches in this field of education. We were interested to see at the Universities of Columbia and Harvard serious efforts to help teachers in their work of citizenship education.

* A New Deal for Secondary Education.

The Experience Approach. This approach requires that pupils be given, both in school and in the community served by the school, adequate opportunities for active and responsible participation in the life of the school and the community. Generally speaking, young people are eager and able to assume such responsibility. The opportunities offered must be selected and tempered in terms of the experience and maturity of the pupils involved.

We wish to call attention to the programme of citizenship education suggested by the Madras Government for all secondary schools in the State. It consists of three parts :—

(*i*) **Organization of the School Community**. This deals with the organization of classes and of the school as a whole for responsible sharing by pupils in the 'running' of the school. In the other countries visited by us, notably in the United States, this phase of the programme is called 'student government'.

(*ii*) **Organized Activities**. This aspect has to do with the provision of opportunities, through organised activities, for the development of orderly procedures, courteous behaviour, and a spirit of service. The activities include : socially useful work like manual labour in the school and community ; excursions, trips and camps; training in social skills such as health practices and first aid; group singing and folk dancing. The pupils are to be encouraged to volunteer for training for proficiency in these activities and skills.

(*iii*) **Training of Teachers**. This provides for the training of teachers in the teacher training institutions to conduct the activities outlined above. Basic to such training, however, is an understanding of the significance and scope of citizenship education. There is provision also for the training of teachers already in service.

It is very important for citizenship education that the atmosphere of the school be one of mutual trust. In many schools the library shelves are inaccessible to pupils because they are not trusted. Examinations which should help pupils to understand their weaknesses and their strengths, are conducted in an atmosphere of mistrust. Most pupils in any school can be trusted to behave honestly, whilst the rest are most likely to respond to trust if they are trusted. In our tour in India and abroad we saw some excellent examples of trust in schools. In a few schools in India and in most of the schools in Germany, Denmark, the United Kingdom and the United States which we visited, the libraries are arranged for open access. In a school in Denmark, books were kept on open shelves even in the corridors. In some schools, co-operative bookshops and canteens are run by pupils in whose integrity there is complete trust.

In one school in India we found an interesting experiment by pupils who provided 'honour counters' for selling sweets and nuts. The class council, with a small capital raised from among the boys of the class, buys sweets and nuts every day and keeps them in tins on a table in the corridor outside the class. Pupils take the sweets and nuts and deposit the marked price into a box kept for the purpose. At the end of each day the total collection is checked and announced. On some day there may be a loss, but on the whole the system works well.

In one American high school, we were impressed by the development of an 'honour system' designed by the students through their Council "to promote independent work by students and to develop a climate of student opinion in which high standards of honesty and integrity might flourish." In this particular school, students and teachers had become deeply concerned over the fact that many students 'copied' work of other students, and that a substantial amount of 'cheating', especially in written tests and examinations, took place despite the vigilant proctoring of such tests by teachers. After a lengthy consideration of the problem by the Student Council, during which a questionnaire survey of student opinion was conducted and the results published in the school newspaper after which discussions were held in the classes and in the school assemblies, an 'honour committee' was appointed broadly representative of all classes in the school. The honour committee representing the student body, with the counsel and assistance of the faculty, drew up a proposed 'honour plan' and then submitted it to a vote. The vote being favourable (but by no means unanimous), the proposed honour plan was put into operation.

Any subject-matter class or section, desiring to do so, could place itself on the honour plan (a) through a three-fourths vote of the students in the section and (b) with the concurrent approval of the teacher. Both teacher approval and student approval were necessary for a class to go on the honour plan. By so doing, the class would thereafter be permitted to take all written tests and examinations without any proctoring by either students or teachers. At the beginning of each examination, each student was required to sign the following statement at the head of the answer sheet: "I have neither given nor received any improper aid during this examination, nor have I good reason to believe that any other member of my class has either given or received such aid." If, at the conclusion of the examination, the student believed that the signed statement was not true, he simply crossed out his signature to the statement at the head of the answer sheet and handed it in without indicating his reasons for believing that improper aid had been given or received and without indicating the name or names of those whom he believed guilty of improper conduct. The teacher, upon receiving any examination paper on which the signature had been crossed out, reported to the honour committee that in the examination in this particular class on the day indicated, one or more signatures had been crossed out, thus indicating that there was ground for suspecting that improper conduct had occurred. The teacher did not report to the honour committee the name (or names) of those who reported the alleged existence of improper conduct.

In the first meeting of the class following receipt of the teacher's report, a representative of the honour committee met with the class without the teacher being present, and conducted a discussion of the alleged incident. Here again no effort was made to determine either the identity of the student making the report or the students believed to be guilty of improper conduct. The entire emphasis was placed, not on detection of guilt and punishment of possible offender, but upon the purposes of the honour plan and the significance of the group being above suspicion with respect to its individual and collective integrity. Such discussions might last for the whole of a single class period or they might extend over two or more periods. When the full discussion had been completed, the class was asked to vote again on the question of whether it wished to continue on the honour plan or wished to withdraw from it. To remain on the honour plan, the vote to do so had to be unanimous. In the event of a subsequent report of improper conduct in the same class, the class was automatically dropped from the plan by the honour committee for a period of two months at the end of which period it might, if it wished, vote again on the matter of honour plan membership.

While there was considerable difference of opinion among students concerning the mechanics of the operation of the plan, there was evident general and widespread belief that the institution of the plan has resulted in a great improvement in student consciousness of responsibility and a marked decrease in the incidence of copying and cheating. As one member of the honour committee put it, "We are not concerned with personal exposure of a student who may, for any of a variety of reasons, have been guilty of wrong-doing ; nor are we concerned with punishing offenders. We are interested in helping every student to be honest, to understand what honesty means and to do his best to make honesty the rule in our school. Since we don't try to publicize incidents or punish offenders, although incidents do become known in the school, students do not get that sense of misplaced loyalty to their friends which refuses to admit that they are guilty of wrong-doing. You see, they report the existence of offence rather than the identity of the offenders."

It seemed to be generally agreed that, although the reduction of cheating under the honour plan was a major achievement, the most important result was the creation of a situation in which honesty was "the proper thing" and was so regarded by students and upheld by them as the standard of personal and group behaviour.

E. EXPERIMENTAL AND PIONEER SCHOOLS

The Commission points out (pp. 115-116) the importance of experimentation in education and recommends that "in order to popularize progressive teaching methods and facilitate their introduction 'Experimental' and 'Demonstration' schools should be established and given special encouragement where they exist" (Rec. 12, p. 118).

In endorsing this recommendation we would like to offer the following analysis and comments :

As we see it, and as is indeed in general accord with the Commission's view, all teachers and all schools should have a considerable measure of freedom to plan their courses and to use their own methods. In addition to this general freedom, we recognize two types of educational activity implied in the Commission's recommendation.

Scientific Experimentation. The first is experimental work in the scientific sense of the term, that is, planned experiments carefully conducted so as to safeguard the interests of the children and yet try out the value of new contents or procedures or other elements in the educational programme. Such experimentation may be initiated by schools or by educational authorities. In either case it requires both freedom from ordinary restrictions and financial or other assistance.

Progressive Education. The second is the pioneer work of educators who are trying not primarily to make experiments but to give what they conceive to be better education than the traditional programme provides. Such progressive schools can render service not only to the children attending them, but—if their work is suitably recognized and utilized for the enlightenment of wider circles—to the whole educational system. They are unlikely to come into being to carry out plans drawn up by others, whether education departments or other bodies. They are the creation of pioneers, who have established their schools on their own initiative to give expression to their own ideas. It follows that the attention of educational authorities in their effort to support pioneer education will be centred on finding already existing schools worthy of recognition under this category.

F. RELIGIOUS INSTRUCTION

According to the Commission's recommendations concerning religious and moral instruction (Rec. 5, p. 129), "Religious instruction may be given in schools only on a voluntary basis and outside the regular school hours, such instruction being confined to the children of the particular faith concerned and given with the consent of the parents and the managements."

This recommendation appears to us to be in conflict with Part III —Fundamental Rights—Art. 28, paragraph (3), of the Constitution of India, which states that "No person attending any educational institution recognized by the State or receiving aid out of State funds shall be required to take part in any religious instruction that may be imparted in such institution or to attend any religious worship that may be conducted in such institution or in any premises attached thereto unless such person or, if such person is a minor, his guardian has given his consent thereto."

G. TEXT-BOOKS

In our visits to Indian schools we were disappointed with the poor quality of many of the text-books in use, and we agree with the Commission that the earnest efforts of the States and of the Union Ministry of Education should be directed towards the improvement of text-books.

We endorse the recommendations of the Commission regarding text-books (Recommendations 6 to 14, p. 101) with the following modifications :—

(*i*) We agree that it is essential that a high power text-book committee should be constituted in each State including both educationalists and members of the lay public of high repute; but we do not think it practicable or necessary to specify the occupations of the lay representatives.

(*ii*) We do not consider it desirable that State governments and educational authorities should take up the production of text-books. We however, think, that State governments should undertake the responsibility of organizing educational research which will offer material for the production of better text-books and general reading books. Such research may be directed, among other things, to a study of children's interests and attainments at various levels, the gradation of language material needed in language text-books, and the types of questions and exercises that would be most useful to pupils.

76. **Libraries of Text-Books and Teaching Aids.** *We recommend that the State and Central Governments should establish libraries of text-books and other teaching aids, including both Indian and foreign productions.*

Provision should be made in these libraries for exchange of books and teaching aids and also for periodical exhibitions. A good central library of this kind was seen by us in Copenhagen. In Santa Barbara, California, we saw a very useful 'Educational Service Centre' which had science and audio-visual equipment and a library for the use of county schools with an enrolment of less than 900.

H. METHODS OF TEACHING

We subscribe to what has been said by the Commission (pp. 102-109) concerning dynamic methods of teaching. In our opinion the treatment accorded to this important topic in these pages is an excellent, short treatise on methods. We have not considered it necessary, for the purposes of this report, merely to repeat or recapitulate the Commission's words. We wish, however, to add certain observations of a general nature and to offer some suggestions as to how the Commission's recommendations (Recommendations 1-8, pp. 117-118) may be implemented by practising teachers.

We have two observations of a general character to make.

First, we do not believe there is any such thing as the 'best' method *of teaching, when applied to the large body of teachers. We believe that methods are 'best', only as they apply to the infinite variety of* circumstances and conditions existing in given situations. That method is 'best', therefore, which best expresses the particular abilities, experiences and personality of the teacher, working with a particular group of children, under particular conditions,—always keeping in mind the objectives being sought in the teaching. From this point of view, there will be a wide range of 'best' methods, the criterion of evaluation being their effectiveness in terms of the objectives.

To be truly dynamic, methods must be the unique expression of the human variables present in the teacher and his pupils, seeking always to link up "the teacher and his pupils into an organic relationship with constant mutual interaction......"(p. 102, Commission's Report). To be 'best', or even good, methods must be an expression of the creative imagination and individual ingenuity of the teacher, working in a particular situation. Methods which are excellent for one teacher may be dull and routine when attempted by another teacher. Again, methods which may be excellent when employed by a given teacher in one situation, may prove to be singularly ineffective when employed by the same teacher in a different situation or with a different group of pupils. For these reasons, we do not believe that methods can be taught as such, although we do believe that examples of good methods can be demonstrated and that the underlying principles of good methodology can be taught, intellectually understood and made to influence teachers in their development of good methods.

The object of teacher training, in so far as methods are concerned, should not be the training of teachers in the employment of uniform or identical methods. Neither should the purpose of instructional supervision be to tell teachers how they must teach but, rather, to assist them to develop from their own capacities and interests, methods of teaching which best enable them to be creative. Teaching, we believe, is an art. The artist ceases to be an artist when he ceases to be creative. Creativity ceases when the teacher succumbs to stereotypes of practice and, thereby, loses his urge and capacity for developing better and more effective ways of attaining his objectives.

Here, we would wish to draw a distinction between techniques and methods. Techniques, we believe, can be taught as discrete skills and there can be no serious objection to the training of teachers in the effective use of such skills. No one skill, however, is effective or even desirable under all of the infinite variety of circumstances faced by the teacher. Methods, on the other hand, will develop out of an equally infinite combination of such skills, the catalyst for which is the creative imagination and personality of the teacher. Viewed in this light, the purpose of teacher education, in so far as methods are concerned, is not to make him a good 'activity method' teacher, a good 'project method' teacher or a good 'Dalton Plan' teacher but to make him a good teacher. He will be a good teacher, not in terms of his skill in using specialized techniques as discrete things, but in terms of his capacity to create for himself that combination of skills which is best adapted to the needs of the group. Emphasis on methods, then, should be directed to arming the teacher with a variety of skills or techniques and then freeing him to develop his own methods, in which process he will utilize such of these techniques as are appropriate and will infuse into their use the unique character of his own creative imagination and personality. Techniques are specific tools ; methods are the process. Techniques may be relatively inflexible and stereotyped ; methods must never be stereotyped and must remain flexible.

Second, dynamic methods of teaching, as described by the Commission, require teachers with the capacity and imagination to be creative. Here again, as in so many other sections of this report dealing with teachers, we wish to emphasize the extreme importance of attracting to teaching and retaining in teaching the kind of persons who have the promise and capacity to be dynamic. Talk about dynamic methods is of little use unless schools can command the services of dynamic personalities—the first is impossible without the second. Hence, we return full circle round to the crucial importance of the teacher as a person.

At the risk of labouring the point, it seems to us that the real solution of the problem of dynamic methods lies in the procurement of the right kind of personnel. Again, we must emphasize that this cannot be done unless effective steps are taken to improve sharply the economic, professional and social status of teachers. We are not unaware of the implications of this and other similar statements made in this report. The goal of recruiting, training and retaining in service the kinds of teachers needed, in the numbers demanded by the secondary schools of India, will cost money, great effort and considerable time.

Examinations. Although we have dealt with the subject of examinations in another section of this report, it is not amiss to refer to them here as one of the instructional devices or techniques available to the teacher. As we see it, examinations have three evaluative functions, in addition to such other functions as diagnosis and inventorying. The evaluative functions may be described as : *first*, to determine the quality of the individual's performance in comparison with the performances of others ; *second*, to determine the quality of performance in comparison with an external standard ; *third*, to determine the quality of individual performance today as compared with the performance of the same individual at some prior point.

It is our opinion that all three evaluative functions have their proper place, but it is in the third of these uses of examinations that they are most fully justified as an instrument of instruction. When examinations are used to measure individual growth or improvement, for the purpose of motivating or guiding further growth, they fulfil their highest purpose in the educative process. Our observations lead us to conclude that in Indian secondary schools examinations are used almost exclusively for the first two purposes, and but rarely used for the purpose of measuring growth and directing further improvement.

The great danger in examinations is that they tend to become determinants of the ends of the educative process rather than means for the accomplishment of these ends. In such circumstances, the individual is likely to be forgotten and lost sight of. The first purpose stresses competition ; and the second purpose fails to take account of individual differences. When used as a device or technique for measuring individual growth for the purpose of promoting further growth, examinations have a special value for the teacher.

Illustrations of Good Teaching Techniques. The Commission has made (pp. 117-118) eight recommendations with respect to methods of teaching. Quite properly these recommendations deal largely with general principles and purposes which should undergird methods. The Commission has not sought to give examples of specific practices which illustrate these principles. In the suggestions given below, we have attempted to draw upon our observations in India and the other countries visited, as well as our experience, in citing illustrations of how teachers have sought to implement in practice the principles enunciated by the Commission. In citing these illustrations, we wish to caution that they are examples of specific practices or techniques which we have seen creative teachers using in their instruction. No one of them, taken alone, can be regarded as a method. Attempts to adopt them without regard to varying conditions will prove of little value since, to be really helpful, they must be derived from the total situation rather than accepted uncritically.

(*i*) In one school the teacher of a course in *Current Problems* uses the first week or two weeks of the term : first in discussing with the class the purpose and nature of the course ; second, in eliciting from student their suggestions as to the kinds of problems they think might be included in the course ; third, in deciding as a group which of these problems seem to them to be most important and to hold the greatest interest for them.

Following this orientation of the group as to the purpose and nature of the course, and their active, responsible participation in determining the general content of the course, the group is encouraged and permitted to select those particular problems in which they are most interested and would like to work. Thereafter, students with similar interests may work together as a sub-group or committee, responsible for discovering the available sources of information, developing new sources of their own, organizing local surveys or investigations, and generally making themselves the authorities on that particular subject within the group. At appropriate times, the groups report their findings to the whole class, prepare briefs and other materials and assume the leadership in discussion. The teacher assumes the role of consultant, resource person and critic.

Such a procedure implies freedom of the teacher to determine the content of his course (within general limitations) and requires flexibility within which to work. This practice has been seen to operate with equal effectiveness with groups in the upper levels of the high school and with pupils of the middle school ages.

(*ii*) Several schools visited in India, Denmark, the United Kingdom and the United States followed the general practice, especially with the older students, of making 'long-term assignments', covering two or three weeks of work or, in one instance, as much as six weeks of work. This device had a fourfold advantage ; it encouraged pupils to devote attention to organizing their work and their time ; it placed emphasis on the articulation of discrete facts or items of information into a pattern of total understanding ; it provided for progress of pupils at individual rates, according to varying pressure and abilities ; it 'freed' the teacher to devote more time and attention to the needs of individual students.

Such a practice makes demands on the time, energy, and imagination of teachers beyond those involved in setting daily page assignments for pupils. A further great advantage lies in the encouragement to pupils to depend less on single texts and to utilize library and other sources of information. Furthermore, it emphasizes the responsibility of the individual pupil.

(*iii*) In one school visited, the teachers of art, mechanical drawing, and wood shop were co-operating by making their facilities and assistance available to pupils in planning and executing particular problems of production. For illustration, a pupil in the wood shop might decide (with the approval of the teacher) to build a chair. The mechanical drawing teacher would co-operate in preparing the working drawings, while the wood shop provided the facilities for selection of materials, the estimation of costs, and the actual construction.

Similar co-operative efforts have been observed in successful operation between teachers of textiles, dressmaking and fashion design; between teachers of art and music; between teachers of music and physical education ; between teachers of dramatics and wood shop and art.

The great value of such co-operative procedures is the integration of knowledge and skill on the part of the student, the practical application of knowledge to productive activities, and the enhancement of a professional spirit within the staff.

(*iv*) The librarians in two American high schools visited by the team maintained a library service group composed of students. Student members of these groups were met, as a group, at least one hour per week for demonstration and instruction in many of the skills required in processing, accessioning, cataloguing, shelving, circulating and repairing books. Members of these groups assumed many responsibilities for library activities, devoting one or more available hours a week to these responsibilities. They issued books at the charging desks, prepared books for shelving, received books being returned and reshelved them, collected groups of books requested by teachers for classroom use and delivered them to the teacher, prepared library exhibits, maintained a library bulletin board, made clipping files and other vertical file materials. Such services not only materially extended the services of the library more widely than would be possible for the librarian, but also developed library consciousness among both students and staff. Furthermore, they provided opportunities for practical applications of knowledge gained in classroom instruction and, through close contact with books, motivated pupils to read more widely.

(*v*) In one school, blessed with a relatively large number of corridor bulletin boards, each bulletin board was assigned on a rotating system to an instructional department or some school activity. Student committees were formed from the respective departments or groups whose responsibility it was to keep the bulletin boards alive with fresh, timely and interesting materials. The student chairmen of these committees formed a Central Bulletin Boards Committee whose function it was to assign space on a rotating and need basis, and to plan for their effective use in furtherance of school purposes and programmes. Materials were furnished by the art department, as required, and a teacher served as adviser to the group.

Such a practice helped to build pride in the appearance of the school, utilized available resources for effective visual education and gave pupils experience of a practical character in the principles and practices of selection and display.

(*vi*) In certain schools visited, provisions were made by teachers for pupils in their classes to proceed at rates of speed more nearly suited to their abilities and previous preparation than is possible when all are treated in identical fashion. Basically, the class would be divided into three groups, the first group being composed of those whose rate of learning was most rapid and whose mastery of basic skills or knowledge was highest ; the second group was composed of those whose speed and proficiency was average ; the third group was composed of those requiring special and, perhaps, individual assistance. All three levels would meet as a group for two or three hours of the week, the ablest group being permitted to spend the other two or three hours in the library or in other appropriate ways in enriching and extending their knowledge. The average group might be permitted to do the same thing for one hour per week, while the least able group remained largely in the classroom with the teacher and received the particular kind of assistance and instruction needed by them. Such a device seems particularly appropriate where school policy does not favour homogeneous grouping or streaming, or where, by reason of numbers, it is not possible to follow such a procedure.

The success of this procedure depends, of course, on the ability and willingness of the teacher to deal with pupils 'according to their needs', and it also requires a library which is available and can be thus used.

(*vii*) In the United States it is common practice in the secondary schools to 'promote by subjects' rather than to 'promote by year'.

Since pupils not only differ from each other in general intellectual ability but also differ in their special aptitudes, promotion by subjects allows the student to proceed in each area of study at the pace he is competent to maintain and does not require the repetition of materials already mastered,—as a concession to mere organizational convenience. Thus a pupil who may experience great difficulty in mastering a foreign language may, at the same time, be superior in mathematics or science. To retain him in a situation which requires dull and wasteful repetition of mathematical processes already mastered, simply because he is not proficient in language is unjust, fails to take account of individual differences, leads to potential disciplinary or behaviour problems born of boredom, and fails to develop within the individual the sense of pride in accomplishment which derives from recognition of such accomplishment.

(*viii*) It is common practice in the secondary schools in England to divide pupils into 'streams', called A, B and C streams. The A stream is composed of the ablest and brightest pupils intellectually, the B stream of the average pupils and the C stream of the pupils of limited abilities. Although variations in the curriculum are usually provided for each of these groups, a great advantage in such streaming in core subject matter areas is that the content and methods can be modified according to varying abilities and needs. All may be taught a minimum core of content deemed essential for every student, but the A stream pupils will greatly exceed this minimum through enrichment. Furthermore, while the pupils in the C stream may require considerable drill work, those in the A stream will require relatively little, and can therefore, devote their attention to expanding their knowledge and sharpening their skills. In many secondary schools in the United States, a system intended to serve many of these same purposes involves the grouping of pupils into 'honours', 'regular' and 'general' classes in the same subject or course, but pupils would be thus classified and scheduled in each of the subjects being studied rather than on a general classification basis, Thus, a pupil might be in an honours class in English, a regular class in social studies and a general class in mathematics or science.

(*ix*) In the twelfth grade in many American high schools, the pupils are required, as a part of their work in English, to prepare a source theme. The purposes of such a theme are to provide scope for individual and independent work, to instruct in the techniques of library and other research, to furnish experience in the organization of materials including format, annotating, footnotes and bibliography. Selection of subject matter for such themes is made in individual conferences between pupils and teachers and derives largely from the individual pupil's interests. Classes meet as a group twice each week and the remainder of the time devoted to English is used for small group discussions and individual conferences or for reading, research and writing.

(*x*) It is not uncommon in many schools we visited for class groups to engage in pupil-planned projects directly related to the subject of study but not necessarily specified in the course content. Illustrations of such projects may be cited as follows : a Latin class prepares and publishes a weekly newspaper in Latin ; an English class studying "The

Lady of the Lake" prepares and presents a dramatization ; a French class writes an original dramatic sketch for presentation to the school ; a physics class prepares a demonstration of jet propulsion ; a mathematics class conducts an actual survey of the school grounds as the basis of laying out grade lines and developing a plan of grounds improvement.

(*xi*) In two schools visited in India, the work being accomplished by the pupils in art impressed us with its fresh, vigorous, free and expressive quality. Observation of the teachers at work with boys and girls disclosed that, after necessary minimum instruction in essential skills such as handling materials, 'problems' were 'set' for the group but that individual children were free to work out the problem in their own way, choosing their own medium of expression among those available and relying on the teachers for advice. Here the teacher worked with pupils as individuals, seeking to help each pupil to express his ideas creatively according to his own imaginative powers, rather than insisting that prescribed rules be followed. Our observations were further borne out in conversation with the teachers. As one of them stated to a member of our team, "I try to get them to do things in their own way. I don't try to teach them art ; I try to help them to teach themselves." In both of these instances, although the classes were large, the instruction was individual.

(*xii*) We have seen methods similar to those described in the above illustration being used in the teaching of crafts. In one class in woodwork, for example, the group was being instructed in the techniques of making and using different kinds of joints. After suitable demonstration, pupils proceeded to apply the knowledge gained by making various and different types of articles which required joints. Here, the selection of the kind of wood to be used, the simple design of the articles to be made, the choice of the articles themselves—these were all matters of decision by the pupils individually. The role of the teacher was that of adviser and, when help was needed, as expert demonstrator or consultant. Here, again, the class was of normal size but pupils were receiving individual instruction.

Such illustrations as those given above could be multiplied many times, and they have been presented here merely to illustrate our point about the flexibility and creative character of methods. We believe that dynamic methods are possible of attainment only if they utilize the powers of imagination and the creative abilities of both teachers and students. No prescription for such methods can be written ; illustrations only can be presented. Discrete skills or techniques can be taught ; their development must inevitably rest with the teacher.

In endorsing the recommendations of the Commission having to do with methods we have one further observation to make. Such methods imply and require certain supporting conditions. First, teacher training institutions must set the example in their own methods and procedures employed in the training of teachers ; second, young people with the capacity to be imaginative, resourceful and creative must be recruited to the profession ; third, such trained and qualified teachers must be given freedom to develop dynamic methods ; fourth, teachers must have proper facilities and working conditions. The first requisite applies to the training institution ; the second applies to recruitment ; the third and the fourth have special reference to the entire structure of educational administration, control and supervision.

77. **Libraries.** We have referred frequently in this section of the report dealing with methods of teaching to the role of the school library. We have noted with great interest and approval the attention given by the Commission to the matter of library facilities and services. We agree with the statements made by the Commission (pp. 110-114) concerning the place of the library in secondary schools, and we endorse their three summary recommendations (Recommendations 9-11, p. 118).

Quite frankly, we do not believe that any Indian secondary school can be expected to attain the characteristics contemplated by the Commission unless it has an adequate library. Certainly, attempts to develop dynamic methods of teaching will be seriously hampered, and, indeed, may be well-nigh futile unless teachers have this important resource upon which to draw.

We recommend that the State departments of education take all necessary steps to see that every school, government or non-government, has adequate library facilities, including trained library personnel.

To help achieve this position, we offer the following suggestions :—

(*i*) Adequate library facilities should be regarded as an essential part of the educational provision in every government school, and such provision by managements should be made a prerequisite for government recognition of and/or grants-in-aid to private schools.

(*ii*) For purposes of determining the amounts of grants-in-aid to private schools, the salaries of trained library personnel performing library services in schools should be regarded as on a par with the salaries of other professional personnel.

(*iii*) Suitable criteria should be established for determining the adequacy of library provision. (We note here the excellent work done in this field for American secondary schools by the American Library Association and the regional Associations of Colleges and Secondary Schools, serving as accrediting agencies).

(*iv*) Suitable financial support formulas should be developed for determining minimum annual maintenance and operating needs for school libraries. Grants-in-aid should be withheld from private institutions unless such minimum support is provided and expended.

(*v*) In addition to the 'in-course' training in library services and use provided for in the training colleges, and the 'refresher' courses recommended by the Commission (Rec. 10, p. 118), suitable provision should also be made for in-service courses for secondary school teachers, (*vi*) The system of 'free access' to books recommended by the Commission (p. 111) should also apply to the operation of the library itself—that is, the library should be open to students at all times during regular school hours and at such other reasonable times as students may have need of access to its facilities.

(*vii*) Where school libraries, established and supported by private managements, are, as recommended by the Commission (Rec. 11, p. 118), made available to general public use, the 'extra' cost of such services should be borne by the government.

I. GUIDANCE AND COUNSELLING

We endorse the four recommendations made by the Commission (p. 135) with respect to guidance and counselling services and facilities, and wish to give added emphasis to certain aspects of the guidance and counselling function of schools through the following suggestions :—

(*i*) Counselling is essentially a matter of personal understanding and relationship between the counsellor and the person being counselled. Every teacher is, consciously or unconsciously, a counsellor ; therefore, every teacher should have an awareness of that role and some knowledge and skill in playing it. It is our belief that every training college should include in its curriculum provision for specific attention to the role of the individual teacher in the guidance function.

(*ii*) We see good reason for each secondary school, through provisions which could be made within itself as an institution, conducting an in-service training programme devoted to assisting teachers to develop attitudes and techniques appropriate to the guidance function. Certainly, there is no sound reason why teachers in any school should be ignorant of any of the phases of the programme of that school.

(*iii*) Guidance and counselling of pupils at the secondary school stage is not something that can be conducted merely between the pupil and the teacher or the guidance officer or career master. Parents have an inseparable interest in what is being advised and in the making of decisions affecting the child's educational programme. Therefore, a guidance programme should seek to include the parents, and definite provision should be made for so doing.

(*iv*) We endorse the Commission's recommendation concerning career conferences and wish further to implement that recommendation by urging that the schools make vigorous efforts to tap the human resources available within their own areas in organizing such conferences. We do not oppose the 'importation' of experts or successful men and women from outside the community, but we do assert that each community has its own areas of diamonds which deserve to be tapped. By so doing, local interest in and support of the school can be developed along with serving the specific function of the career conference.

In the section of our report on *Education and Employment*, more detailed suggestions have been made concerning the role of the guidance and counselling services in relation to the 'world of work'. Although we think of guidance in the broad sense of the term and would avoid, so far as possible, breaking it down into a whole series of sub-divisions, such as educational guidance, social guidance, personal guidance and vocational guidance, we wish here to emphasize the great importance of including adequate attention to vocational counselling in the guidance programme of the secondary school.

We believe that a fully developed vocational counselling programme should include provision of four related services :—

(*i*) aptitude and interest inventories of the pupils, supported where possible by appropriate tests designed to determine these traits ;

(*ii*) direct personal counselling with pupils for the purpose of helping them understand their special abilities and interests as they relate to the world of work ;

(*iii*) specific, accurate and current information about areas of employment, the kinds of jobs available, the training required and the opportunities offered in such jobs ;

(*iv*) assistance in obtaining suitable employment at the point where the individual is employable and desires employment.

The ways in which these vocational counselling services will be organized in particular schools will vary with local conditions—the size and character of the school, the nature of the local economy and related services available from other agencies than the school.

* * *

J. EXAMINATIONS AND EVALUATION

The existing evils of the present system of external examinations have been described by the Commission (pp. 145-147) as follows :—

(*i*) "The examinations determine not only the contents of education but also the methods of teaching—in fact, the entire approach to education. They have so pervaded the entire atmosphere of school life that they have become the main motivating force for all effort on the part of pupil as well as teacher.

(*ii*) "It is not uncommon to hear such statements as 'so and so is a good teacher because his pupils show a high percentage of success in the final examination.'......To judge the work of the teacher by the percentage of passes of his pupils in the examination is to keep alive the old and exploded system of payment by results.

(*iii*) "Because of the close connection between employment and the passing of external examinations, the average parent is more interested in his child passing that examination than in anything else.

(*iv*) "......the examinations to-day dictate the curriculum instead of following it, prevent any experimentation, hamper the proper treatment of subjects and sound methods of teaching, foster a dull uniformity rather than originality, encourage the average pupil to concentrate too rigidly upon too narrow a field and thus help him to develop wrong values in education."

We agree unreservedly with the Commission's indictment of the evils in the present system of external examinations, our observations and experience tallying completely with those of the Commission. To the Commission's criticisms, we wish to add two further observations concerning other aspects of the present system :—

(*i*) We had considerable evidence that the all too prevalent practice of private tuitions was closely linked with the pressures on both pupils and teachers arising from the external examinations. The Commission has recommended—and we have endorsed the recommendation—that the practice of private tuitions be abolished excepting in the occasional and justified cases. The abolition of the evils of private tuitions, we believe, would be powerfully assisted by the complete re-organization and reorientation of the system of external examinations.

(*ii*) The maintenance of the present structure and organization of external examinations imposes a top-heavy load on the total educational system. The time, money and energy now required to prepare, print, distribute, read and report the results of these examinations represents a significant drain on resources which might be better applied to more useful educational purposes.

Ideally, we believe that the standards and repute of schools should be such that external examinations, excepting for certain special and highly restricted purposes, would neither be required nor expected. The development of such standards, maintained and reported with complete integrity on the part of schools, is an ultimate goal towards which to work. Under present circumstances, however, we do not believe that the abolition of all external examinations is either feasible or desirable.

We support the Commission's recommendations that—

(*i*) there be only one public examination, at the end of the secondary course ;

(*ii*) the public examination need not be compulsory for all pupils ;

(*iii*) every pupil who completes the school course should get a certificate based on school records ;

(*iv*) a system of cumulative school records, covering personality, interests, co-curricular activities and social adjustments as well as scholastic attainments, be maintained for every pupil throughout his school career;

(*v*) the certificate awarded at the end of the secondary course should show (a) the result attained in the public examination, if taken, (b) a statement based on the results of periodic internal tests, and (c) a statement based on the cumulative school record.

We also agree with the Commission that measures should be taken to shift the emphasis in school from the annual examinations to periodic tests, that objective test items should be included in all types of examinations along with subjective essay-type questions, and that when the latter are used they should be of a nature demanding "rational understanding of the problems and a general mastery of the subject matter."

With respect to symbolical marking recommended by the Commission we believe that this system requires further study as applied to public examinations.

While endorsing the recommendations of the Commission, we wish to make the following further comments and recommendations:—

78. **External Examination.** *With respect to the external examination, instead of a required minimum of six subjects, we recommend an examination structure similar to that used in the English General Certificate of Education (G. C. E.), where any number of subjects from one upwards may be taken.*

This recommendation is particularly designed with a view to minimizing the 'catastrophic' effects of the external examination and eliminating the idea of a "Day of Judgment" which may decide in a few hours the whole of the rest of one's career.

This 'catastrophic' effect would undoubtedly be decreased if the result of the examination were not the only element taken into account. We agree with the Commission that very considerable weight should be given to the record of a pupil's work and achievement throughout his school life.

The catastrophic effect would be still further reduced if the subject examinations (where more than one were being taken) were allowed to be spread over a series of stages. This procedure is provided for in the English General Certificate of Education. The examinations leading to this certificate are subject examinations. A candidate may take any number from one upwards; he may continue at subsequent sittings to add to the number of subject examinations taken; or he may take again a subject in which he has previously failed without any requirement that he take other subjects as well.

79. **Preparation of Objective Type Tests.** *We are not convinced that the state bureaus of education, as proposed by the Commission, will be competent, even in collaboration with the training colleges, to prepare satisfactory objective type tests. We recommend an all-India effort in this matter such as might be envisaged by the creation of an All-India Educational Research Centre.*

Such a centre could command resources not available to single States for the prosecution of basic and applied research in the field of tests and measurements, making such use as might seem desirable of the vast amount of material in this field in other countries. Although we believe that a state bureau of education could hardly hope to command adequate resources for this task, we do believe that such state organizations could play a valuable and necessary role in devising regional adaptations of Indian tests.

We believe it worthwhile to record our further view that, given the reforms in the external examination procedures recommended by the Commission and endorsed by us with certain modifications, a certain degree of pressure will still remain as long as external examinations are used. This would be inevitable if for no other reason than the fact that universities will undoubtedly continue to require for some time to come that candidates offer examinations in a number of subjects. The reforms recommended should go far to eliminate or alleviate the present evils, but these reforms alone will not accomplish the whole of the task. How the examinations are administered, the spirit in which they are administered, and the degree to which provision is made for taking school records into account will also determine, in substantial degree, the effectiveness of the reforms in examination structure. For these reasons we wish to refer to certain practices or conditions we observed in other countries which we found of interest and which may offer suggestions to those responsible for carrying out the recommended reforms.

(*i*) In Denmark, where there is an external examination at the end of the secondary school stage, it is the universal practice for the school teachers to suggest a limited syllabus in each subject for the examination. The inspector approves of the suggested syllabuses and selects the subjects for the examination, which means (i) that the candidates are examined only in some subjects, and (ii) that the examination questions deal with subject matter and understandings provided for in the syllabus in use in the school. Except in Danish, in other languages and in mathematics, the examinations are conducted orally. They are conducted jointly by censors appointed by the inspector and by the teachers of the candidates. The final examination, both written and oral, carries 50 per cent of the total number of marks. The remaining 50 per cent are awarded on the work of the candidate in school. Of the maximum marks in the final examination, one-third are allotted for the written examination and two-thirds for the oral examination. The written examination is conducted by a commission.

(*ii*) In Scotland, where the substance of the external examination is set by authorities outside the school (on which subject teachers are represented), provision is made for review of all cases of failure and, where circumstances justify it, suitable adjustments are made in the interests of justice and equity.

(*iii*) In the United States where no general system of external examinations exists, it is a general practice for employers to accept school certificates or diplomas as adequate evidence of educational attainment leading to employment. Similarly, admission to colleges and universities is generally possible without any required external examination other than tests which may be set for purposes of guidance or placement in courses. The examinations set by the College Entrance Examination Board, while required by some higher institutions, are not so much admission examinations as instruments for guidance and placement. In New York State, where a system of Regents Examinations is in use, no school is required to use these examinations, and, in schools where they are used, it is a general practice to permit pupils to decide whether they wish to take them or not.

K. EDUCATION AND EMPLOYMENT

Preparation for the World of Work. The following quotation from an address given at a week-end course on 'Attitude to Employment,' held in Cheshire, England, in February 1953, will help to realize what role education is conceived to play in the matter of preparation for employment.

"The Education Service is going through a tremendous transition period as a result of the Education Act of 1944. All previous Education Acts were based on the fundamental principle of education that each child should acquire certain skills in reading, writing and arithmetic and factual information. The 1944 Act, in an entirely new conception of education, provided for a progressive system of education (Primary, Secondary and Further), the school 'contributing towards the physical, mental, spiritual and moral development of each individual' in a manner suited to the pupil's age, ability and aptitude. Many educationalists are ahead of this and would add that the school should also contribute to the preparation of each individual as a member of a democratic society, especially as a citizen, worker, home maker and parent."

In the modern conception of the aims of education, it is recognized that to prepare pupils for the world of work is one of the functions of the school. It is also being gradually realized that, in the modern world, this preparation has to take a more specific form than a general or liberal education calculated to fit pupils for any kind of work. Attempts at imparting a purely liberal education to all and sundry, and at all stages, have resulted in "a one way track of academic studies" and "an indiscriminate rush to universities," with unemployment of the educated as a natural consequence. The school's function of preparing pupils for work must, therefore, be thought of more specifically in terms of (i) the pupils' abilities, aptitudes and interests, (ii) the terminal points in a system of education, and (iii) the occupational structure in the surrounding environment.

Terminal Points in Education. In a scheme of education which makes provision for free education or for a liberal system of scholarships, the terminal points in the case of individual pupils would depend upon their aptitudes and abilities. That, however, not being the case in India yet, the terminal points happen to be determined largely by the economic condition and the culture of the parents.

Terminal points* may occur at the ages of:

14+ at the end of the elementary stage,

17+ at the end of the high school stage,

18+ at the end of the higher secondary stage,

21+ at the end of the general course of the university stage,

22+ or 23 + at the end of the professional course of the university stage.

These terminal points must be related to the economic and occupational structure in the country through the provision of a sound general education combined with the right kind of special courses. At each stage, the courses provided must cater for the needs of those terminating their education then and those continuing beyond. The differentiation between the two categories of pupils cannot be sharp, since it is only at the end of each stage that many pupils and their parents will make a definite decision. A sharp differentiation may also lead to rigid, unhealthy distinctions. A guidance and counselling service in the school will prove to be useful in this respect.

The Role of Electives and Diversified Courses. It is to meet this situation that we have suggested electives in the period from 11+to 14+ and diversified courses in the period from 14+to 17+or 18+. The objects of these electives and diversified courses as we conceive them are:

(*i*) giving an all-round education to pupils with varying interests, abilities and aptitudes, and

(*ii*) preparing pupils for certain broad types of occupation in a general way and not for direct entry into occupations.

The demand of an all-round type of education must not be sacrificed at any stage; yet a fair amount of competence in the form of technical skills and related knowledge must be secured, so that a pupil deciding to enter an occupation at a terminal point will be able to maintain his own. Or, to put it in another way, the study of a diversified course of a practical type should not stand in the way of an all-round education ; yet it should not be so diffused and purposeless that a pupil who decides to enter an occupation at a terminal point finds himself helpless, with no skills developed. To attain this standard the diversified course would require a sufficient allotment of school time and a seriousness of purpose in its pursuit. The competence achieved in the matter of skills should be such as would prove useful to pupils whether they pursue the study of the subject at a higher stage or whether they decide to enter an occupation.

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* When the Constitution aims at compulsory education up to the age of 14, earlier terminal points need not be taken into consideration.

Apprenticeship Training. In the latter case, it is not implied that a pupil coming out of the school should be ready to take up a skilled job in an occupation immediately, All that is meant is that he should be ready to benefit by some intensive training either on the job itself or as a preparation for it. An entry into an occupation should be preceded by a period of intensive occupational training or it should be accompanied by a system of apprenticeship training. The co-operation of trade and industry is essential in this matter. An apprenticeship act, making the employment of apprentices with certain educational qualifications compulsory seems to be a necessity. The apprenticeship system in a small country like Denmark impressed us with its efficiency and its comprehensive character. There was provision for systematic training for apprentices in 130 different types of occupations, for example, in all engineering trades, in all building trades, in business, in hotels and restaurants, for bakers, tailors, carpenters and shop assistants. Thus young people entering these occupations had the opportunity to develop technical skills while on the job. A description of the system of apprenticeship training in Great Britain appears in the Appendices (See Appendix VII).

Levels of Employment. The entry into occupations can be at various levels and will require different degrees of competence. In this connection we have found the following employment and educational structure suggested in the Report of the Committee for Educational Reform in Mysore most illuminating (cf. p. 249 of the Report).

(*a*) Professions—Law, medicine, engineering etc.—Education at the university level.

(*b*) Semi-professional level—Supervisors, managers, technicians, etc.—Higher secondary stage.

(*c*) Skilled workers—Tailors, carpenters, mechanics—Secondary stage.

(*d*) Semi-skilled workers—Machine operators, canemen, greasers, cobblers, etc.—Apprenticeship.

(*e*) Unskilled workers—Labourers—No special occupational training is necessary except what one learns on the job.

We presume that semi-skilled and unskilled workers will have completed the elementary school stage at the age of 14+, or in the case of jobs like those of machine operators, even the high school stage.

The only modifications we would suggest in this analysis are as follows :—

(*i*) The addition of another terminal point between the secondary school stage and the university stage in the form of the junior college stage which will be linked up with the semi-professional level in certain occupations like engineering, food processing, horticulture, etc., through two-year terminal courses of a vocational and terminal nature that will be offered at this stage. For this level, qualifications and competence higher than those possible of attainment at the secondary school stage appear to be necessary.

(*ii*) The provision of some general occupational training at the 11+ to 14+ stage through electives. Even semi-skilled workers such as machine operators, canemen, cobblers, etc., or unskilled workers such as shop assistants, warehouse workers, junior waiters in restaurants or agriculture labourers will require some occupational training, not so much in the form of technical competence as of a certain orientation of attitudes, some manual skill acquired through craft activities, and related knowledge. It is to this end that we have suggested electives at the higher elementary stage.

In suggesting different levels of the occupational structure and in linking them up with the different levels of education, we have applied more widely the Commission's recommendation (Rec. 41, p. 207) with regard to recruitment to the public services. The Commission recommends that "selection for and recruitment to public services should be made successively at definite age periods, *i. e.*, the age of 16 to 18, 19 to 21, 22 to 24." Such recruitment at successive stages not merely to the public services, but also to the other occupations and professions will meet several ends. It will stop an indiscriminate rush of students to the university by diverting them to the more practical types of courses at the earlier stages. It will lead students into channels of employment suited to their ability and education at the proper time. By restoring to the higher studies at the university stage their proper status, it will secure higher standards of work at the university. The programme of continued education that we have suggested in our report in the section on the *Organizational Pattern* will enable young people who are employed to continue their professional or general education as they desire.

Need for Careful Planning. There is another aspect of employment that must be considered. The matter does not end with schools doing their job of preparing their pupils for certain occupations either for direct entry or for entry after further intensive training for short periods. If pupils thus prepared do not actually find entry into fields of work appropriate to their abilities, interests and training, there will result a sense of frustration not only on the part of the pupils but also on the part of the schools and the education system as a whole. To avoid this, two conditions are necessary:

(*i*) The number of students admitted to a course, especially to a practical course, must not exceed the demand for trained persons in the particular occupation in the surrounding environment. Some systematic planning therefore, must go into the provision of these courses. We realize that such planning is at present beset with difficulties because the needs of industry in India have not yet expanded to their full capacity. Educational planning cannot eradicate unemployment unless it forms a part of a wider national economic plan.

(*ii*) The second condition necessary, though not as fundamental as the first, is the provision of an effective youth employment service, working in close co-ôperation with schools on the one hand and with business and industry on the other. Youth employment is a responsibility of the government and the public and can best be undertaken by the education department working in conjunction with representatives of industry and business.

Youth Employment Service in England. A study of the movement in England will throw some light on the question. A youth employment service in one form or another has been in operation in England since 1910. In 1948, with the passing of the Employment and Training Act, the Ministry of Labour and National Service set up a Central Youth Employment Executive to co-ordinate and be responsible for youth employment generally. Local education authorities were asked to decide if they would be responsible for all matters concerning the employment of boys and girls up to 18 in their areas. If they accepted this responsibility, the Ministry of Labour and National Service would pay 75 per cent of the cost of running an approved scheme. Most local education authorities undertook the service.

The youth employment service has three main functions :—

(*i*) vocational guidance to children intending shortly to leave schools ;

(*ii*) placement of young people in employment ;

(*iii*) continued guidance and replacement of young people in employment.

In each area a youth employment officer is appointed, with an appropriate staff of assistants and clerks. He has an office, with sub-offices if necessary. He has a committee consisting of representatives of teachers' organizations, employers, employees, the university, social services, colleges of commerce and technical colleges to guide him. Representatives of the Ministry of Labour and National Service, and the Ministry of Education and the Inspector of Factories also attend the meetings of the committee.

The youth employment officer is expected to keep in close and continuous touch with both the schools and industry. Each term he talks to the pupils expecting to leave and later interviews each of them. Parents are invited to attend the interview, and many do so. Employers notify the officer of vacancies, and he tries to place each pupil in a job suited to his ability and training.

Various methods of 'after-care' are used. Most youth employment officers write personal letters to young people a short while after they have entered employment, inviting them to come and discuss their jobs. 'Open nights' to which young people and their parents are invited are also frequent.

When the service is operated by the Ministry of Labour and National Service, it is done through the Ministry's Employment Bureaus, a separate section being reserved for young people.

Co-operation of Industry, Business and Commerce. In all the three countries we visited we found that there was effective machinery for employment as well as vocational guidance of young people leaving school. What made the machinery effective was, first, the general employment situation in the country, and second, the active co-operation of industry, business and commerce. The education authorities sought the help of industry and commerce at all the following stages :—

(*i*) in deciding whether to start a vocational course, as judged by the need for persons trained in the vocation in the surrounding environment and the capacity of the vocation to absorb trained people ;

(*ii*) in drawing up the courses of studies and fixing the requirements of equipment, etc.

(*iii*) in the actual conduct of the course—industrial concerns allowing the students to receive their practical training in their factories or supplying the necessary equipment ;

(*iv*) in the placement or employment of students completing their training.

In the vocational schools of Buffalo, New York State, we found that 97 per cent of the pupils completing their courses were placed in employment. Even in the case of those taking up general education courses attempts are made to place the young people in jobs.

80. **Need for Youth Employment Service in India.** *We recommend that the State governments consider the question of setting up effective youth employment services under their education departments, with a close administrative liaison with the departments of labour and industry and with business and commerce.*

Apart from the service rendered by way of placing young people in employment, the analysis of the employment situation that such an agency will undertake will prove very helpful in educational planning.

PART III

ADMINISTRATION, CONTROL & FINANCE

A. The Administration & Control of Education

In this section of our report we shall consider the problems of administration and control both in the broad view and with respect to essential details. At many places in this report reference has already been made to this subject. Our purpose here is twofold : first, to set forth a basic design of administrative structure conceived by us to be desirable and, second, to deal with certain specific matters pertinent to administration not heretofore treated. Some of these considerations have resulted in definite recommendations ; others are indicative in the sense that, while they do not bar early implementation, they represent our thinking as to the course which we deem essential for the continuous development of education in a democracy.

THE GOVERNMENTAL STRUCTURE OF EDUCATION

The governmental structure of education we think of as the framework, within which educational opportunity, substance, and growth operate and flourish. In another sense we think of it as a co-ordinated system of central, state and local levels of educational endeavour. Structure, for a public function or service, may well be controlling because it is legal. Yet we do not emphasize this, nor indeed, do we think of structure as an end in itself. Rather, the structural framework is the facilitating means—facilitating the educational growth of children, youth and adults, and through this of society towards the unfolding of the democratic potential. Ingredients of facilitating structure in a democracy are the degree to which schools belong to the people, the power of people as citizens to plan directly the educational programmes to be provided in schools and the power to command fiscal resources essential to give effect to the programmes thus planned.

Administration at the Local Level. As we have seen the educational structure in India we cannot escape the conviction that its weakest point is at the local level. Correspondingly, we see the greatest need to be that of strengthening local initiative. While we recognize that initiative comes largely from wanting it and exercising it, we believe that local initiative or local autonomy has to be built into the governmental framework of Indian education much more than is now the case.

This conviction was greatly strengthened as we visited Denmark, the United Kingdom, and the United States. In these countries education, particularly below the college or university level, is largely a local function. To be sure, there was state or national responsibility for education, varying in degree and kind from country to country, but in each case there was vastly more reliance upon the local school system and the local educational authority than in India. In each case local initiative and fiscal and other resources were harnessed for the cause of education by making schools a major community concern. This reliance on local autonomy has resulted, quite clearly we believe, in establishing a strong tie between communities, schools and social services generally. We are convinced that this local planning and freedom have resulted in the continuous growth of educational opportunity far more than would have been possible under a system where local autonomy is absent or, at best, incidental.

We miss this emphasis in the Commission's report. At the same time we recognize the wisdom of the Commission's emphasis upon the functions of the states and the Centre and the suggestions for improvement at these levels. Each level—central, state and community—has its role to play. For future efficiency, co-ordination of effort is very important. We submit, however, that at present concern for this co-ordination in India is largely as between the central government and the states. To achieve ultimate potential strength, the educational structure must provide for a much greater role for the community school system—that is, local autonomy.

The Community and the School. In this connection, we note with great interest the criticism made by the Commission that "the education given in our schools is isolated from life". The Commission believes that "unless the school is itself organized as a community and is in vital rapport with outside community life, the situation cannot be remedied." To give education a social content and to furnish a vital connection with social services suitable to a democratic society, it is not enough to organize the school as a community in itself. The community must be given opportunities to participate actively in the planning, organization and provision of education. The school must go out to the community and the community must come into the school. Active, sustained interest and conscious support of the community are essential to make schools broadbased and integrated with life outside.

It must be clear from the foregoing how surely we see the importance of developing the structure of the total educational system and the place of the local school system. We shall refer again to this subject in the section on *The Financing of Education.* We need only mention here that we see greater local autonomy as one of the most certain avenues to the gradual upbuilding of school support.

Failure of Local Authorities in India. We are aware of the general scepticism about the educational activities of the existing local bodies like the district boards, local boards, and municipal boards. That schools under the control of local bodies are not on the whole efficient is almost universally recognized. The Commission, commenting on these institutions, (p. 186) remarks: "Though we do not wish to make any unfair generalization about their efficiency, we have had enough evidence to show that there is considerable need for a toning up of these institutions." We feel, however, that if the existing local bodies have failed to discharge their educational responsibilities the fault lies not with the principle of local autonomy but with the machinery designed to express that principle.

We, therefore, believe that the ideal of local autonomy is worthy of pursuit and that, given a suitable machinery, quite a lot can be done by way of realizing the ideal in practice.

Reasons for Faith in Local Responsibility. We have several reasons for our faith in local responsibility for education. As we have already stated, the development of education at the pre-university stage in Denmark, the United Kingdom and the United States is largely due to local autonomy which is not merely accepted as a measure of expediency but is looked upon as a part of the democratic faith. A more important reason is, however, the evidence we have had of the successful application of the principle of local responsibility, may be in an informal way, for the development of education in India. In fact, local responsibility for education is not alien to Indian tradition. Before the introduction of the modern system of public education under the British, education was a community responsibility, each village maintaining its schools often attached to a temple or a mosque. Even to-day instances are not rare of communities, particularly in rural areas, starting schools and running them with or without aid from the state. The large majority of secondary schools in India are non-governmental. While some of these belong to societies or associations with well defined membership, others (a large number in some States) belong to the community in the sense that a large portion of the expenditure for establishing and maintaining them is met from funds locally raised through tuition fees, donations and other voluntary contributions. The managing committees of these schools work, if not in theory at least in practice, as bodies representing the local communities. In spite of the difficulties and handicaps in not having a machinery legally constituted to represent the community, the managing committees of such schools have, on the whole, been able to secure a large measure of local support, both financial and otherwise. This in itself indicates bright possibilities for an administrative structure at the local level. We are told that among some of the tribal communities of Assam such as those in the Naga Hills, a large number of schools are maintained by the community through the agency of the Range Councils. Here, in fact, exists the nucleus of a local educational authority.

81. **Need for Experimentation in Local Administration of Education**. We recognize that illiteracy, lack of adequate experience in representative government, and limited taxable resources at the local level make decentralisation in any large measure a difficult problem. But we also feel that, both for the purpose of making the ideal of compulsory and free education envisaged in the National Plan a reality in the immediate future and for making effective the contemplated reforms in secondary education, it is essential to utilize local resources and initiative. We find no better way of doing this than by creating opportunities for the community to play an effective role in planning and making provision for the education of its children. With the records of the existing local bodies before us we realize that any hasty step towards a major change in the present administrative set-up will do incalculable harm to the cause of education. What should be the size of the local educational authority ? What should be the machinery to run the administration ?

How much power should be delegated to these authorities, and in what stages? Answers to these and similar questions have to be found by means of carefully planned experiments.

We, therefore, recommend that the State governments, in collaboration with the Government of India, undertake a few experiments in selected areas, as pilot projects, to determine a suitable form of local administration for education.

Analysis of Weaknesses in Existing Local Administration. The first step in carrying out any such experiment would be to try to find out the possible causes of failure of the existing local administration. This calls for a close and thorough knowledge of the problems faced by the local bodies which we cannot claim to possess. Nevertheless, the following observations of a rather general nature may be relevant and useful.

(*i*) The size of the administrative unit is an important point for consideration. The ideal size for a local educational authority is difficult to determine. Practice varies not only from country to country but even within a country. The number of local educational authorities is 56,000 in the United States, 146 in England and Wales and 1,385 (including the rural parishes) in Denmark. The average size, it would appear, is largest in England and Wales. But the average size of a district board in India is even larger. We feel that the area and population of a local educational authority should not be so large as to make effective contact between the individual citizen and the local school system difficult. If the community is to feel directly interested in and responsible for the provision of education for its children such contacts must not be remote and vague. This is particularly relevant to a country where representative government has not yet struck deep roots.

(*ii*) A second point for consideration is whether there should be a single authority for all purposes of local government or whether it would be better to have a separate authority for education only. India, like England and Wales, does not have separate authorities for education only as is generally true in the United States. Although there are strong arguments for and against both the systems, it has to be carefully examined whether an all-purpose local administration is the thing that is most needed for progress and development of education in India. A local authority, having other important matters such as health and sanitation and transport and communications to look after besides education, may tend to place education lower in the scale of priorities in a community where the value of public education is only imperfectly realized.

(*iii*) The question of divided responsibility for education between the state and the local authorities also needs careful examination. When the responsibility even for the same stage of education is shared, the local authority may tend to lose in importance and look upon its educational responsibilities as less important than those of the State. The state with its greater resources is likely to take more and more of the responsibility.

There are distinct advantages in utilizing for the purpose of experimentation the existing administrative machinery with some necessary modification. The most important is that the people are familiar with it. But there are also dangers. The past tradition may die hard, and in spite of changes in the structure the spirit may remain unchanged.

82. **Two Types of Possible Experiments.** *We recommend that experiments be conducted both by utilizing some existing local bodies with suitable modifications in their structure and by creating new local authorities for education only.*

One way of modifying the structure and the administrative machinery of a district board would be for the district board to delegate powers to an educational committee to be appointed by it, and then for the committee to delegate some of its functions to smaller units, each consisting of a group of villages, created exclusively for purposes of educational administration. Two brief outlines on the constitution and functions of the local educational authorities in England and Wales and in the United States will be found in the Appendices (See Appendix VIII).

A newly created authority may take the form of a small school district independent of other agencies of local administration. The size and population of the school district may be determined by an existing unit of revenue administration such as a *taluka* or a *mouja* or a *panchayat* or a combination of two or more *panchayats*, or an area with a central high school or higher secondary school and a few middle and primary schools surrounding it.

A word must be said about the control of the state over the local authority. While the aim of the experiments would be to allow as much freedom as possible to the local authorities it should be noted that there should be ample scope for judicious control by the state. In fact, it is not the amount of control so much as the right use of it that really matters. What is, however, more important than control is proper guidance and help by the state. In fact, the local authority must be carefully nursed by the state. To use an analogy, the state must put itself in the place of a wise adult helping a child to grow, controlling where necessary, but helping and guiding most of the time. Improper use of control and too generous a measure of freedom, both can be equally harmful. Much will depend on the understanding, sympathy and faith of those who plan and help in executing the experiments.

Administration at National and State Levels. We have discussed administration at the local level at some length because this subject has not so far received as much attention as administration at the national and state levels.

The Commission has recommended (pp. 177-183) several measures for the improvement of educational administration at the national and state levels. These are : the constitution of a committee both at the Centre and in each state of Ministers concerned with education ; a co-ordinating committee of heads of departments connected with different spheres of education, boards of secondary education in each state with a sub-committee for examinations; and state advisory boards of education. We are in agreement with all these recommendations. On the constitution and work of the teacher training board we have different ideas. These have been discussed fully in the section on *The Training of Teachers.*

The Commission recognizes the difficulty of having as secretary of the education department a person from the civil service who is often not fully conversant with educational problems and liable to be transferred frequently from one department to another. It has also recommended that the director of education should have at least the status of a joint secretary. We would go a step further and say that where the director of education is not the secretary but only a joint secretary, the secretary should be a person with professional experience in education.

We make the following further recommendations :—

83. **Grants from the Centre to the States.** *We recommend that all grants-in-aid by the Government of India to the State governments should be governed by well defined rules which result from joint discussions and agreement on the part of the representatives of the Government of India and the State governments* (Cf. Congressional grants for vocational education in the United States).

84. **Formulation of Grant-in-aid Rules.** *We recommend that rules governing grants-in-aid should be promulgated by State governments only after receipt of proposals from a committee on which the beneficiaries are represented.*

85. **Technical Staff for State Education Departments.** *We recommend that each state should have adequate professional personnel attached to its directorate of education for such purposes as the collection, interpretation and publication of statistical data, the collection and dissemination of information about curriculum trends, the development of teaching aids and other technical aspects of education.*

Organization of Research. The Commission (p. 77) has stressed the need for the establishment in each state and at the Centre of bureaus or boards for curricular research. It has also felt the need (p. 115) for some organization like an 'educational wing' attached to the directorate of education or to a post-graduate training college "which will devote itself exclusively to the study of educational issues and problems, with special reference to the teachers' practical difficulties, and produce pamphlets, brochures, accounts of new educational experiments and movements for their use". We here also recommend research on objective tests and other evaluation techniques and research ancillary to the production of text-books. In our recommendation No. 79, we have proposed the establishment of an all-India Educational Research Centre. We feel that such a centre could undertake on a national level all the research functions enumerated above. In the states there could be state bureaus of education for the purpose of conducting all the research that is necessary and feasible at the state level.

86. **Advice to States on Reorganization of Secondary Education.** The Central Advisory Board of Education has recommended that there should be a unit in the Central Ministry to watch over the programme of the implementation of the recommendations contained in the Commission's Report and to advise the Ministry thereon. It has also recommended that this section should be headed by an officer who should occasionally visit the states to advise them on the problems and difficulties encountered by them. While we agree with the recommendation generally, we feel that the advisory services contemplated cannot be rendered by one person.

We, therefore, recommend that a small team of experts in different aspects of secondary education be appointed to advise the states on their programmes of secondary education.

THE DEMOCRATIC SPIRIT IN ADMINISTRATION

Changes and improvements in the machinery of administration, important as they are will lose much of their value unless the spirit of administration also undergoes a change. If the administrator does not look upon his work more as a matter of human relationships than as a mechanical application of rules and regulations, teachers will find it extremely difficult to do their job in transforming their schools.

Inspection. Among the officers of the state department of education the inspector has an important role to play in bringing about a change in the spirit of administration. We agree with the Commission's analysis of the defects in the present system of inspection of schools. Among other reasons why inspection to-day is not satisfactory we found the following :—

(*i*) The role of the inspector is wrongly conceived in that he is regarded primarily as a person whose function is to judge rather than to advise and guide.

(*ii*) Most inspectors have no specific training for their job, and some do not even have any professional training or experience.

(*iii*) Almost all inspectors to-day have to devote a considerable portion of their time to administrative duties.

The Commission has suggested that the term 'educational adviser is preferable to that of 'inspector'. We agree that the term inspector is not very apt, as inspection should not be looked upon as the primary function of the inspector. Moreover, the conception of an inspectorate indirectly implies some derogation in the status of teachers and may stand in the way of friendly relations between teachers and inspectors, In the countries visited by us inspectors are looked upon, and they look upon themselves, above all as consultants and collaborators whose duty it is to discuss with headmasters and teachers their difficulties and problems and to help them in finding satisfactory solutions. In Denmark an inspector is even required to teach in a school two days a week. We agree with the Commission when it says (p. 204) that "the true role of an inspector should be to study the problems of each school and view them comprehensively in the context of educational objectives, to formulate suggestions for improvement and to help the teachers to carry out his advice and recommendations." Much study and experimentation will be needed to frame syllabuses suited to varying abilities, to evolve suitable methods of handling the syllabuses and to develop proper methods of evaluation and examination in the new secondary school. While the main burden of this work will rest upon teachers, inspectors also will have to play an increasingly important part. While a few good schools which are freed from the cramping effects of rules and regulations will be able to start experiments and investigations on their own, the vast majority of schools with inexperienced headmasters and teachers and with poor equipment will badly need counselling and guidance from experienced officers. In these schools lies the inspector's greatest opportunity for good. It should be his duty to awaken healthy doubts as to the insufficiency of familiar routines, to provoke the unreflective to thought, to stimulate experiments by discussion and suggestion and to spread progressive ideas by serving as a link between schools.

87. **Training Courses for Inspectors**. To be able to discharge these responsibilities properly inspectors must be persons of high academic attainment and considerable professional training and experience. We are in agreement with the recommendation of the Commission on the recruitment of inspectors (p. 184). But we should like to emphasize that a person, however gifted academically he may be, should not be appointed as an inspector if he does not possess the required professional training and experience.

We therefore recommend the organization of training courses for inspectors.

88. **The Inspector's Administrative Work**. We have said that inspectors to-day have to devote a considerable part of their time to administrative work, which restricts the attention they can pay to advising and guiding teachers and heads in effecting improvements in the schools.

We, therefore, recommend that the routine administrative work of the inspector should be delegated to an administrative assistant of gazetted rank. The inspector should also be freed from all work connected with accounts and audit which should be delegated to qualified accountants and auditors responsible to him.

Administration Within the Schools. We have stressed the need of a more liberal conception of the role of the inspector to guarantee greater freedom to the schools. We feel that it is even more important that the same spirit of freedom should permeate the internal administration of the school.

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89. **Teacher Participation in Planning.** In some schools in India we found the head and the teachers looking upon their work as a co-operative endeavour and working as a harmonious team engaged in a common purpose. From our observations and interviews, however, it is clear to us that this is far from being the general practice all over the country. In one place, representatives of the local teachers' organization complained that in some schools even text-books were selected by the heads without consulting the teachers. In another context we have stressed the need for teachers to have an adequate measure of freedom and autonomy and not to be rigidly bound by syllabuses, rules and regulations. We feel that if the school is to be something more than a mere collection of classrooms where different teachers put across to pupils bits of unrelated information, the work of the school should be looked upon as the common and vital concern of all the members of the staff and planned by the head and the teachers in close partnership. The head should be looked upon as an experienced and valued colleague whose advice is to be sought rather than as a superior authority from whom orders are to be received. We found different kinds of organizational devices in different schools. Those found in one of the good American schools are described in the appendices. (See Appendix IV).

We recommend that each school set up a suitable organization for effective teacher participation in planning and executing the school programme.

We wish to add, however, that the mere setting up of a machinery will be of little value if the head of the school does not ardently believe in democratic planning.

90. **Selection of the Heads of Schools.** The selection of the head is of the utmost importance. It is of particular importance in the case of the proposed multipurpose schools. The great range of intelligence and abilities of pupils who will come to these schools and the variety of the courses that will be offered will make a great demand on the head for breadth of knowledge, interest and understanding. Most teachers now in school belong to the old tradition, academically trained and partial to the familiar ways. It will call for more than ordinary imagination and understanding on the part of heads to help them to unsettle their habits in order to be able to adjust themselves to the new situation. In view of the key position of the head utmost care should be taken to select the right type of person. The procedure for selecting heads varies from state to state and even from management to management within a state. The usual practice is by promotion mainly on the basis of seniority. We do not consider this to be a sound practice.

We recommend that the selection of the heads of schools, in the case of government schools, should be made by the Public Service Commission as at present. In the case of non-government schools selection committees should be set up by the managements, and they should employ evaluation and selection procedures approved by the state departments of education.

We should like to emphasize in this connection that for heads of technical, commercial, agricultural and multipurpose schools professional training in teaching and in school administration should be a required qualification. In spite of high academic attainments and experience in the relevant field of technology, commerce or industry, a person without professional training in education may not be genuinely interested in the problems of pupils at the secondary school stage nor appreciate the special function of the secondary school.

OTHER ASPECTS OF ADMINISTRATION

Size of Classes. In the course of our tour in India we frequently encountered overcrowded classes. We have stressed elsewhere that one of the conditions for the successful employment of dynamic methods is a reasonable size of classes. The Commission has recommended 30 as the optimum and 40 as the maximum number of pupils for a class. While supporting this recommendation we should like to urge the state departments of education to insist on it as an essential condition for the recognition of a school.

91. **Staffing.** The size of classes is closely linked up with the question of staffing. On the whole, schools in India are inadequately staffed both qualitatively and quantitatively. The overall pupil-teacher ratio, even in some of the otherwise good schools we visited, was 30:1 or even higher. In any of the foreign countries we visited this would be considered exceedingly high. In some schools abroad we found the ratio as low as 18:1.

Subject to adjustment to meet variations in the volume of practical work and of special classes we recommend that the pupil-teacher ratio be not higher than 25:1.

In some countries we saw the practice of part-time teachers being employed in addition to the regular full-time members of the staff. Some technical high schools in England utilized the services of specialists from a senior institution to deal with particular parts of the curriculum by teaching for one or two periods a week. For the small junior high schools situated in the sparsely populated areas, Scotland has a system of travelling teachers for practical subjects. We feel both these practices lend themselves to being adopted in India.

92. **The Role of Heads in the Selection of Teachers.** We should like to add a word concerning the role of the head in the selection of teachers for his school. Everywhere abroad we were impressed by the way the head is associated in the choice of his teachers. The Commission has in the case of privately managed institutions recommended (p. 156) selection by specially constituted selection committees and we have urged that the states should each evolve a suitable procedure for selection and evaluation.

We recommend that in any selection procedure the opinion of the head be given proper weight. This may be done either by having the head on the selection committee or by requiring the selection committee ordinarily to confine its choice to candidates recommended by the head.

Conditions for Recognition of Schools. We endorse the recommendations of the Commission (Recommendations 14 to 27, pp. 205 & 206) regarding the conditions for the recognition of schools. We should like to add the following :—

(*i*) All private schools must be non-profit making institutions.

(*ii*) All schools must be registered, and all registered schools, recognized or unrecognized, should be subject to inspection by the appropriate authorities to ensure that maximum standards of health and safety and other requirements of law are observed.

While we are in agreement with the Commission in rejecting the idea that all private schools should be taken over by the state (p. 188), we would like to see the state make increasing provision for secondary education. As free and compulsory education has been extended at the elementary stage, the states have had to assume increasing responsibility for such education. Similarly, as the country moves towards free and compulsory secondary education, the proportional share of the cost of secondary education to be borne by the state must be increased. We believe that, while private initiative in providing secondary education facilities should be encouraged and supported by grants-in-aid, the states should at the same time increase their direct support of secondary education and should assume increased responsibility therefor.

School Buildings and Equipment. Everywhere on our tour abroad we were impressed by the attention given to buildings, equipment, playgrounds and open spaces. Even in big industrial cities schools were commonly provided with large playgrounds and open spaces. We endorse the recommendations of the Commission (Recommendations 26 to 37, pp.206-207) in respect of school buildings and equipment.

B. THE FINANCING OF EDUCATION

In preparing this section of our report, we have kept in mind what has been said in the immediately preceding section concerning administration and control—particularly what has been said about the development of greater local responsibility for education, that is local autonomy. We do not assume that such local autonomy can or will develop overnight or on a widespread front immediately. We dare to hope, however, that the trends in development will be in that direction and further, we assume that such trends will be actively encouraged and supported by the Centre and the states. Although much of what we have to say in this section applies to the relationships we believe to be desirable between the Centre, the states and the local school districts or school managements, we believe that it is equally applicable to the relationships between the Centre and the states. Our views, as set forth herein, should not be interpreted as being predicated solely on the existence of local autonomy, as we envisage it. We have intended that it be read as applying to the relationships between the Centre and the states also.

We believe that the financing of education is inseparable from education itself. Constantly we have been told that this or that is educationally desirable, but that lack of finance stands in the way. Needs are so many and press so continuously upon an inadequate revenue base that a real pessimism concerning finance seems to be prevalent. This pessimism must somehow be dispelled.

If adequate financing of education is to develop, we think several things are essential:—

(*i*) All effective levels of government must be integrated in educational financing. The financing plan must involve support from and balance among local, state and central governments.

(*ii*) Citizens, with the help and leadership of educationalists, must determine together the needs of education and plan together to meet these needs.

(*iii*) Fiscal power must be connected with popular determination of needs. Behind each unit of the educational structure there must be the power to command resources; specifically tax resources, at the central, state, and local levels.

(*iv*) We believe there are more potential resources than are often thought to be existent, provided citizens, together with educational leaders, are brought into partnership in the planning and decision making process. What people really want they will somehow get, provided they have facilitating machinery for the task. School finance is a combination of (a) educational need, (b) cost required by each unit of determined need, and (c) support of each.

(*v*) At some level a flexible budget is essential to the growth of school support. In democracies the most effective level for this flexibility is the local or community level.

It seems to us that the level which is weakest in planning, in financing and in control of schools and, therefore, most needing strength in India is the local level.

Somewhere among the three levels of educational responsibility—local, state and central—there must be financial flexibility, that is, the power to vary support according to needs. We think the logical place for this is at the local level, where schools are, where children go to school, and where people live. Today, in India, the chief element of flexibility lies in fees. This cannot mean a free education which we regard as fundamental to democracy. We believe local taxes might well furnish the flexible element.

In the budgetary process involving planning for both receipts and expenditures, and involving grants-in-aid from the states, the process should follow this pattern: (i) Educational needs and their costs are planned for a given fiscal year. (ii) Decision on these is made c oncerning the portion of these costs which the state and the Centre will bear. This might be thought of as a foundation or minimum programme of finance. (iii) Supposing the local community or school district has gone through the planning, it may then decide that the people want more educational facility than is provided by the state and the Centre. In such a case the local school district, balancing its possibility or willingness to tax against its desire for further educational facility, will decide what it can pay for, over and above the state and central grants. Certainty of amounts of state and central aids is essential to local budgeting. (iv) Finally, it raises the further amount necessary to meet the desired facilities through appropriate fund-raising powers.

To carry the illustration a step further, we may suppose that next year something different or extended in the school programme is desired. Accordingly, the amount considered desirable is either raised, modified, or decided against. This is what is meant by a flexible budget at the local level.

It may be held that this flexibility should be achieved at the state or central level. The trouble with this concept is that the state and the Centre are not close enough to where the people live, where children go to school, and where the planning process is real and growth producing. *The flexing point should be at the level closest to the school.*

We hasten to add that state and central aids, in the form of financial grants, ought to be substantial and in such amounts as will not render flexibility impotent at the local level. It assumes also that central aids ought to be large enough to allow flexibility to operate at the local level within a reasonable margin of financial leeway. By placing the power of flexibility at the local level, we do not mean to imply that central aids should not change from year to year, and become stronger as the foundation or undergirding financial power.

We believe that with the present limitation of finance for schools, the development of free power locally to plan educational programmes and to decide whether or not to invest the margin of extra support required, give the best promise of that growth of resources for school support which is necessary for flexibility. The strength of this opinion lies in the experiences of other countries. It may also be observed that as total economic strength and prosperity grow they will be reflected locally in stronger ability at that level.

In this connection we would indicate what seems to us to be a promising hypothesis for tax policy. We hypothesize that the movement we have advocated—namely, strengthening the process of local determination—will in the long run broaden the tax base. We submit that the promising substantive field for this is education and social services.

93. **Grants by the State and the Centre.** It certainly follows from these considerations that we endorse and urge a greatly strengthened support of schools through financial grants by both the states and the Centre. These are necessary for essential local autonomy to flourish. With respect to the further development of central financing we recommend the following :—

(a) *Central aid should be given to the states, and the states' aid should be given to the local school systems. Supplementing these, the local financial function should be to achieve flexibility and responsibility.*

(b) *State and Central grants in support of determined minimum standards should be so designed that their amounts will be in inverse proportion to the fiscal abilities of the grantee—that is, following the 'equalization' principle.*

Some local school districts, as they are developed, will be relatively strong financially, and some will be weak. The states and the Centre have guardian powers to see that the youth in all districts are equitably treated. To this end central financing is necessary. Here, a basic fact appears, particularly as more is made of the local school districts : the fiscal abilities of school districts to support schools and the needs of these districts do not necessarily keep pace with each other. Some districts—rural or urban—will have more resources and fewer children per financial unit, *i.e.* smaller educational load ; the reverse is also true. One of the important functions of the state, and of state and central grants, is to equalize this situation. Hence the state and the Centre should distribute their support in inverse proportion to local fiscal ability per unit of educational need—up to a determined minimum standard of educational support. This is financial equalization and a prime principle of state aid. We shall deal further with this matter later (See discussion on page 115 of the matching principle).

(c) *General or 'block' grants should be favoured rather than the continued extension of multiple specialized grants.*

Specialized grants restrict or limit the power of local districts, or school systems, to plan their own programmes. In countries which have had most experience with central aids it is generally held that broad unspecialized grants wisely leave the responsibility for planning and budgeting to the local school system. This is supported by the variation in local conditions. Hence, block grants place a premium on local responsibility and the exercise of educational leadership.

We have carefully read and studied the various recommendations contained in the Central Advisory Board's Report. With respect to the recommendations contained in Part B, Paragraph (*d*), (*i*) and (*ii*) on page 3 of the mimeographed Report, we have the following observations to make.

First, we do not agree that the responsibility for recurring expenditures should be the province of the Centre alone, as contrasted with non-recurring expenditures. We believe that variation in conditions might well make this practice so rigid that the desired educational developments would be unnecessarily delayed or restricted.

Second, we entertain serious doubts about the equitability of the so-called' matching' formula for state and central grants. By such a formula, aid is given to the wealthier states (which are most able to provide educational facilities from their own resources) equal to that given to those states which may be unable to provide as much as half of the needed funds. Under such circumstances, those states least able to provide funds will inevitably be handicapped in relation to the wealthier states in taking advantage of the purposes for which such aid is projected —namely, the provision of diversified courses in the secondary schools. We suggest, as a better procedure, that the principle of equalization be applied in determination of state and central aid *up to a determined minimum desirable standard* and that, thereafter, the principle of matching aid may be applied. Such a procedure would insure equal treatment of all states, in terms of capacity to pay, within the determined minimun level of facilities and, at the same time, it would encourage and support those states which are able and willing to go beyond the minimum to do so. The principle upon which aid is given should be regarded as much more than a formula by which the Centre works out the distribution of funds for accounting purposes ; it must be regarded as an instrument of educational policy designed to encourage and promote actively the growth of aid to education.

Finally, we would record our view that to attempt to deal with the financing of secondary education, apart from the whole field of education, including primary education, is very difficult if not unwise. The fundamental problem, we believe is not the financing of *secondary education* as such, but the financing of *education.*

PART IV

THE DEVELOPMENT OF PUBLIC UNDERSTANDING OF EDUCATION

This section is concerned with the creation of an informed public opinion which understands and values the aims and objectives of education for all, and consequently is eager to do everything it can to further the development of a sound and vigorous educational system.

Such a public opinion does not come into existence spontaneously; it has to be educated into being. Its basis may well be a spontaneous enthusiasm, a desire springing out of the hearts of the people for educational opportunity. That this exists in many parts of India we have had convincing evidence.

But this by itself is not enough; indeed, ignorant enthusiasm may unwittingly put obstacles in the way of achieving the desired aim. There must also be awareness of right ends and an understanding of the best means by which these may be attained.

We appreciate that in the long run the surest agency for disseminating such awareness is the good school intimately linked with the local society which it serves. But, especially if the rapid spread of awareness and understanding is desirable, as we feel it to be in India today, other larger-scale and swifter means must also be used. The fertilization of opinion by the schools must of necessity be slow, unequally distributed and of widely varying effectiveness.

We believe that, in the present circumstances in India, government must take the initiative in this great task, because no other agency disposes of sufficient resources—human and material—to ensure that effort shall be ubiquitous and simultaneous. By 'government' we mean all three levels: central, state and local. Each, we believe, can and should play a distinctive part in arousing and educating public interest in education. Needless to say, we believe that the three levels of government should work together in close partnership.

95. **Function of the Central Ministry of Education.** The Central Ministry of Education, we think, could best undertake three functions:—

(*i*) collection and collation of information about educational developments throughout the country and abroad:

(*a*) material which State governments and local authorities could adapt for use in their own way to suit their particular purposes and circumstances;

(*b*) popular pamphlets, leaflets, posters, etc., intended for widespread distribution. For example, a series of simple illustrated brochures, in Hindi and various regional languages, describing progressive educational methods, would make a valuable contribution.

We have carefully read and studied the various recommendations contained in the Central Advisory Board's Report. With respect to the recommendations contained in Part B, Paragraph (*d*), (*i*) and (*ii*) on page 3 of the mimeographed Report, we have the following observations to make.

First, we do not agree that the responsibility for recurring expenditures should be the province of the Centre alone, as contrasted with non-recurring expenditures. We believe that variation in conditions might well make this practice so rigid that the desired educational developments would be unnecessarily delayed or restricted.

Second, we entertain serious doubts about the equitability of the so-called‘ matching’ formula for state and central grants. By such a formula, aid is given to the wealthier states (which are most able to provide educational facilities from their own resources) equal to that given to those states which may be unable to provide as much as half of the needed funds. Under such circumstances, those states least able to provide funds will inevitably be handicapped in relation to the wealthier states in taking advantage of the purposes for which such aid is projected —namely, the provision of diversified courses in the secondary schools. We suggest, as a better procedure, that the principle of equalization be applied in determination of state and central aid *up to a determined minimum desirable standard* and that, thereafter, the principle of matching aid may be applied. Such a procedure would insure equal treatment of all states, in terms of capacity to pay, within the determined minimun level of facilities and, at the same time, it would encourage and support those states which are able and willing to go beyond the minimum to do so. The principle upon which aid is given should be regarded as much more than a formula by which the Centre works out the distribution of funds for accounting purposes ; it must be regarded as an instrument of educational policy designed to encourage and promote actively the growth of aid to education.

Finally, we would record our view that to attempt to deal with the financing of secondary education, apart from the whole field of education, including primary education, is very difficult if not unwise. The fundamental problem, we believe is not the financing of *secondary education* as such, but the financing of *education*.

(*ii*) Production (and collection) of films, filmstrips, and slides illustrating good educational enterprises and experiments in India and other countries; the maintenance of a lending library of such material available on easy terms to reputable borrowers; and the publication of catalogues of its contents. Examples of how this can be carried out in practice can be found in the United States, Canada, Great Britain and Australia.

(*iii*) Organization of national conferences bringing together, from all parts of India, educators, other professional people, industrialists (proprietorial, managerial, and trade union), businessmen, merchants, representatives of voluntary organizations, and so on, for exchange and pooling of ideas on matters of common educational interest.

We are aware that the Central Bureau of Education collects and collates educational information, both domestic and foreign, and that it issues pamphlets. But its charge, as described in *Progress of Education in India, 1947-1952*, (pp. 16-17), seems to us much too limited. We feel that more definite fixing of responsibility for dissemination of such information than is implied in this paragraph would be desirable. Such of the Bureau's pamphlets as we have seen appear to be aimed at professional rather than public opinion. Something much more like the *Educational Pamphlets* issued by the English Ministry of Education and published by H. M. Stationery Office is what we have in mind.

We recommend that the Central Bureau of Education be suitably expanded, or alternatively that a new Branch be created within the Central Ministry of Education, to perform the functions outlined by us with regard to the furtherance of popular understanding of education and such other similar functions as the Minister may deem desirable.

96. **The Role of the State Governments.** State governments, being directly responsible for all public education within their boundaries, should deal at first hand with this problem of educating public opinion. In the present circumstances, there can be little doubt that their most powerful instrument is their programme of social education, which is in itself a demonstration of the purposes and values of education.

We recommend that the states consider making increased use of their programmes of social education as an instrument for furthering popular understanding of education.

In this connection they could make extensive use of films, filmstrips and slides, pictorial exhibitions of good schools at work, posters, broadcast talks and discussions on educational topics, illustrated pamphlets and leaflets, public meetings, press conferences, and articles and photographs supplied to the press. We appreciate the lively interest the press manifests in education by the frequent news items and leading articles it publishes on educational topics. We urge that it be aided and encouraged in this good work by a regular supply of material.

We are not suggesting, of course, that all efforts by the states should be linked with the programme of social education. There are in every state districts where this would be inappropriate and sections of the population which must be reached by more sophisticated approaches than most of those indicated above. A first task for each state government would be to survey the situation in its area and estimate for each district the most effective forms of approach. A second, which we would emphasize, is to seek the co-operation of all agencies, official and non-official, able to give help in any way. We later suggest ways in which voluntary bodies can give assistance.

97. **Holding of 'Education Weeks'.** District boards and municipalities can use many of the means advocated above for state governments, with others of a more intimate and personal character. The holding of 'education weeks', during which all the schools in the area are 'at home', have proved very effective in England, Denmark and the United States. In the United States great advantage has resulted from organizing these weeks simultaneously on a national basis, and calling them 'American Education Weeks'. During these weeks exhibitions of pupils' work in every department are displayed, pupils and teachers demonstrate school activities, teachers and administrators give talks and answer questions about school life and the local school system, and educators of national repute speak on the broader aspects of school education. In some states in India local education authorities arrange 'education weeks' for primary schools ; in others, teachers' associations organize such weeks for primary and secondary schools.

We recommend that all school authorities consider promoting 'education weeks', and we would urge the fullest o-operation in such activities between primary and secondary schools, through their teachers' organizations or by other means.

Education weeks cannot, however, be organized frequently, possibly not more than once a year throughout the area of a local board. But the work of educating public opinion must go on continuously. Public meetings at which teachers and administrators give talks and answer questions have their place, though one has to admit that these, like 'education weeks', tend to be attended by already interested parents while the indifferent stay away.

98. **Approaches to Parents.** A method used with much success by some English and American authorities is to post to the parents of children due to commence school, or to enter upon a new stage in education, a pamphlet explaining what the child will do, and why, and suggesting ways in which the parents can co-operate to make the child's school life happy and successful. If a change in the school system is projected a similar pamphlet goes out to the parents of the children concerned.

We recommend for the consideration of school authorities this very personal and relatively inexpensive approach to parents through pamphlets and other such materials.

The Role of the School. The success of all attempts to arouse an informed enthusiasm for public education depends ultimately upon the schools. Not even the most astute salesmanship will continue to sell a bad article. A good school is potentially, and often actually, the most effective local agent for popularising education and bringing people to understand its aims and practices. Some schools achieve national, or even international reputations.

In general, the more a school identifies itself with the interests of the district it serves and establishes links with the adult population the better. It should be in and of the local society, radiating throughout it a beneficent influence and receiving from it encouragement and support. It is perhaps hardly necessary to point out that where this happy state of affairs exists the stage is already set for the exercise of local autonomy in the administration of schools, in which elsewhere in this report we have declared our belief. The local society will be proud to accept responsibility for its schools, and the schools proud to be in the charge of the local society.

But such a state of affairs does not come about by chance. It does not necessarily come about because a school is a good school. Some of the best schools have had to endure years of obloquy because their aims and methods were not understood. A school must explain itself, and the necessity was never greater than in these days when educational aims, organizational structures, curricular content, teaching methods and assessment procedures are in a state of revolutionary change. It has to be remembered that changes which appear reasonable, or even inevitable, to the teacher or the educational administrator may be utterly incomprehensible to the outsider.

In developing links between itself and its community the school's first obligation is to establish close and cordial relations with the parents of the children attending it. The means to this are numerous. The school should be open at all times to the seriously enquiring parent, and the head should be reasonably available for interview. Reception of a child into the school should be an occasion for welcome and explanation. Some English heads write personal letters to the parents of incoming pupils, and set aside the first two or three days for interviewing them. Class teachers, while they cannot arrange interviews during teaching hours, should be available at other times to discuss, on their own or at the parents' initiative, pupils' problems at school or in the home. They should welcome invitations to visit their pupils' homes, and be prepared, when circumstances appear to demand it and invitations are not forthcoming, tactfully to suggest them.

99. **Parent-Teacher Associations.** Probably the best way to enlist parental co-operation and support on a large scale is by forming a parent-teacher association. Such an association has a dual function : one, to provide opportunity for parents and teachers to meet frequently to discuss the common task upon which they are engaged—the upbringing of the children in the school ; two, to have an intimately interested body of persons seeking constantly to improve the educational facilities provided by the school.

Though the initiative in forming a parent-teacher association can come from either side, in practice it is usually the school, through its head, which takes the lead. It is essential that not only the head but all members of the school staff be convinced that a parent-teacher association is desirable before the attempt to form one is undertaken. Not all heads and teachers are so convinced. In such instances it is probably better that they use the methods in which they have confidence ; but reluctance to organize a P. T. A. should not be merely a cover for doing nothing. In one way or another a close, cordial and active co-operation should be built up between home and school. Neither can do its job effectively without continuous aid and support from the other.

In many countries, but notably in the United States, local bodies with a broader basis of membership are formed to spread awareness of the purposes and practices of education, and to give practical support and material aid to the schools. Examples of such bodies are, in the United States, the "Home and School" and the "School and Community" associations and the National Citizens' Commission for the Public Schools and allied state and local groups, and the "Parents and Citizens" (P & C) Associations in Australia. In Denmark, Parents' Councils have a statutory place and function in local government.

We recommend that all schools examine the present state of their relationships with parents and the public with a view to seeing whether they can be further developed with benefit to their pupils.

The Role of Teachers' Associations. There are many voluntary bodies which can and should play an active part in creating and sustaining an enlightened awareness among the public about education. Among such bodies we consider that the Indian teachers' professional associations have a primary responsibility. The range of activities open to them is wide : they can hold public meetings, organize study courses and conferences, supply speakers and lecturers to other bodies, take the initiative in founding and running education societies, send articles and letters to the press, help in preparing radio broadcasts, educational films (and television programmes), supply facts and figures to members of Parliament, and publish pamphlets, periodicals and books on educational topics. The National Education Association in the United States, and the National Union of Teachers in England are notable examples of professional associations which engage continuously in all these activities on a large scale.

We would draw the attention of all teachers' professional associations in India to the opportunities for action indicated above.

The Role of Colleges and Universities. Every university and college should be a centre of cultural activity radiating throughout its region. All the English universities and university colleges maintain a service of lectures and study courses through their extra-mural departments, and it is a common practice in the United States for universities and colleges to offer similar services. We were greatly impressed by some pioneering endeavours in social and adult education which we saw in India, and would like to see many more universities attempting similar experiments.

Voluntary societies caring for adolescent youth, especially boys and girls who have left school, can do much, chiefly in informal ways, to inculcate respect and desire for education in the minds of the rising generation.

Industrial and commercial establishments which receive the products of the schools, have a lively concern in the betterment of public education. They can only translate this into useful action if they inform themselves thoroughly about the problems and processes of schooling. We would urge chambers of commerce, employers' associations and trade unions (where they have not done so) to set up national, state and local education committees to advise them upon educational matters, and in particular to study the problem of organic relationship between the educational and industrial structures of the country. We mean by the term 'industrial structure' the entire complex of productive occupations, including agriculture.

We urge education authorities, at all levels, to seek every opportunity to make contact with representatives of industry, commerce, and business, and to develop with them co-operative action. But we wish also to emphasize that in our opinion industry has an obligation to take the initiative and that there are many ways in which it can and should.

In this section no specific reference has been made to secondary education. The omission is deliberate; we regard the process of education as a unity, which must be seen and understood as a whole. At appropriate times, special emphasis will be given to one or other of its stages. For example, as the Commission notes on p. 228 of its report, the promulgation of reforms in the secondary education field will need to be supported by a publicity campaign directed to informing the public about their purpose and significance. This might well be made the occasion for the issue by the states of pamphlets in various languages (see the Central Advisory Board's Report, p. 48, Section C para 1) explaining such matters as new organizational structures for secondary education, diversified courses, and the value and purpose of craft teaching in schools. At the same time, a separate set of pamphlets, couched in more technical terms, might be issued to teachers.

In our opinion, however, no stage or section of the educational process should be treated as a completely isolated entity, but set against the background of the process as a whole.

To sum up : we believe that in a free democracy the public system of education must be shaped out of the ideals, desires and needs of society, and that no good system can emerge until and unless these are both understood and made articulate by the people.

APPENDIX I

Teachers' Salaries in England and Wales

NEGOTIATING MACHINERY

Salary scales for teachers serving in maintained and grant-aided schools and colleges (except those of university rank) in England and Wales are negotiated by the Burnham Committee—so called from the name of its first chairman. This is a statutory body, and is made up of two numerically equal panels representative of the employees (teachers) and the employers (local education authorities) under an independent chairman, who is appointed by the Minister of Education. The panel members are appointed by the professional associations of the teachers and the Local Education Authorities in fixed numbers.

There are actually four committees :—

(*i*) *The main committee*, for primary and secondary schools

(*ii*) *The technical committee*, for technical colleges

(*iii*) *The training college committee*

(*iv*) *The committee for agricultural and horticultural institutes.*

The procedure is as follows. A panel meets in private. When it has reached an agreement it notifies the chairman, who summons the two panels to meet together. The panel's case is stated by the leader of the panel, and is replied to by the leader of the opposite panel. No other member from either side speaks. The Chairman's advice may be asked, but he may not, on his own initiative, offer advice. There is no recourse to arbitration ; the two panels must reach an agreement.

When the two panels have reached an agreement, and this has been endorsed by the associations, on either side, who are represented on the committee, the Chairman forwards the agreement to the Minister of Education. The Minister may accept or reject, but may not alter, the agreement. So far he has always accepted. When he has accepted he makes an order, and it becomes obligatory upon the local education authorities to pay the scales agreed.

An agreement runs for three years, and may thereafter be renewed year by year. One year's notice must be given to terminate an agreement.

APPENDIX II

THE SCARSDALE SYSTEM OF SALARY INCREMENTS

The salary schedule in use in the Scarsdale (New York) school system, provides for salary increments on a threefold basis : (i) *annual assured increment* based on continued satisfactory service (within prescribed limits set forth in the schedule), (ii) *in-service increment* (in addition to annual increment) based on acceptable, approved evidence of improvement in the teacher's training or qualifications and (iii) *merit increment* based on extraordinarily valuable contributions to the school as demonstrated by the results of the teacher's work.

Annual assured increment within the limits set forth in the salary schedule, is automatic for all teachers, the one and only controlling consideration being the continuation of the teacher in the employment of the schools.

In-service increment, varies with individual teachers and is based upon a formula which takes account of three kinds of in-service training or 'growth' activities by teachers : (*i*) successful completion of approved, organized courses of study given by recognized universities, colleges or teachers' training institutions, (*ii*) self-directed travel or projects which are regarded as contributing to the teacher's qualifications for the performance of his responsibilities in the school, and (*iii*) other 'service' or employment experiences which, by their nature, are regarded as contributing to the teacher's qualifications for the performance of his responsibilities in the school.

Merit increment becomes operative in two situations : (*i*) when the teacher has attained to the maximum automatic salary provided for by the schedule, and is under active consideration for 'advancement' to a 'master teacher' status, and (*ii*) when, by reason of extraordinarily valuable contributions to the school, suitable recognition through salary increment is deemed desirable, even though the teacher has not attained to the maximum automatic salary provided for by the schedule.

Final determination of both *in-service* and *merit* increments lies with the Board of Education, upon recommendation by the Superintendent of Schools. In formulating these recommendations, the Superintendent relies upon responsible participation by two groups which together constitute the Personnel Policies Committee, namely, the principals of all the schools in the school system *and* teacher representatives chosen by the local teachers' association.

Approved practice for teachers contemplating in-service courses of training or self-directed projects for which they desire salary increments, is to file an 'application for approval of study which, when approved by the Board of Education, furnishes teachers with *assured advance knowledge* that the proposed courses, when completed, will be recognized for increment in the teacher's salary during the year next ensuing, all such increments becoming a permanent increase in the teacher's salary.

Consideration of teachers for merit increments, in both of the situations set forth in the third paragraph above, are a result of periodic review and consideration by the Personnel Policies Committee. Teachers do not apply for such increments. In considering teachers for merit increments resulting in advancement to the 'master teacher' status, annual consideration is given to every teacher who has attained to the maximum automatic salary provided for in the schedule, thus insuring that no teacher otherwise eligible for consideration who has been passed over previously shall fail to receive annual consideration in the light of possible new evidence. Such increments, resulting from extraordinarily valuable contributions to the school, when the teacher has not yet attained to the maximum automatic salary provided for by the schedule, are usually given after consideration of nominations received by the Personnel Policies Committee, either from its own members or from other members of the staff.

To enable teachers, in certain cases, to pursue in-service courses under circumstances wherein they are unable to defray personally the costs of tuition and fees for such courses, the Board of Education may pay such tuition and fees costs, and upon completion of the course(s), withhold the increment otherwise due to the teacher until such time as the accrued withholding has equalled the amount expended by the Board on his behalf.

APPENDIX III

A. HEAD TEACHERS' SALARIES IN ENGLAND AND WALES

Head teachers in England and Wales receive :

(*i*) the basic salary and allowances, like any teacher,

(*ii*) a head teacher's allowances, calculated on what is called the 'unit total' of the school.

The unit total is arrived at by counting :

1 for each child within compulsory school age, *i.e.*, upto age 15.

2 for each child aged 15.

4 for each child aged 16.

6 for each child aged 17.

10 for each child aged 18.

The unit total may fall into any one of 23 groups (O to XXII) according to the size of the school.

Example : Non-graduate man, two-year trained, with 10 years' experience, head of a grade II school, gets (present scales)

£415 (basic)+£180 (10 years)+£110 (H. T.) =£705

* * *

B. HEAD TEACHERS' SALARIES IN THE UNITED STATES

In the United States, many studies have been conducted in an effort to derive a satisfactory formula for determining suitable schedules of pay for head teachers. These studies vary greatly in the details of the formulæ developed, and practice also varies greatly. Certain common denominators may be discerned, however, in practically all such studies and in practices developed for such studies.

The most significant of these common denominators or principles may be listed as follows :

1. The salary of a head teacher should be at least as high as that of any other member of the professional staff of a school, and the maximum should be substantially higher than that of any other post in the school.

2. Increments in the salary of the head teacher should be provided for in the schedule. Such increments (i) should be greater than the increments provided for teachers, (ii) should not require that the head teacher meet specified types of in-service training or improvement,—that is, specified courses, etc.

3. The base salary, amount of the increment and maximum salary should bear a reasoned relationship to the salary schedules of the other professional personnel of the school.

4. The base salary and maximum salary should bear a graded relationship to the enrolment of the school and the number(s) of professional and other personnel over which the head teacher has supervisory responsibility.

5. The maximum salary should be possible of attainment by the head teacher within a normal span of 10 to 15 years of continuous service and, in any event, not less than 5 years prior to his earliest potential date of eligibility for service retirement.

APPENDIX IV

ORGANIZATION OF THE SCARSDALE HIGH SCHOOL STAFF FOR RESPONSIBLE PARTICIPATION IN ADMINISTRATION

In Scarsdale, a public high school with 1400 pupils and 85 members of the staff, certain principles or premises have been co-operatively developed over the years. The most significant of these, as they relate specifically to staff participation and responsibility, may be set forth briefly, as follows :—

1. No aspect of the programme and functions of a school are without interest to each member of the staff ; similarly, every member of the staff is affected by every phase of the school's programme and its functioning.
2. Since all members of the staff are both interested in and affected by phases of the school's programme and its functioning, every reasonable effort should be made to gear the thinking and contributions of all members of the staff on matters affecting the programme and, therefore, themselves as a part of the school and as individuals.
3. While specified individuals may (and will) have varying degrees of responsibility for the proper discharge of such functions as instruction, guidance, supervision, administration and so on, none of these functions should be regarded as the exclusive province of any single individual or even of any small group of individuals. They belong to the corporate body, so to speak. *The Administration* should not be thought of as a person (or persons), nor as a title or office, but as a function.
4. Within the limits of orderly procedure and effectiveness opportunities should be given to all members of the staff to participate in the responsible determination of policies, programme and procedures. This does not mean that every person can "get into the act" at all times, of course, but it does not mean that all hands should be afforded the opportunity to do so, under appropriate procedures, and in due course of time.

In the Scarsdale High School, the foregoing principles were sought to be implemented by the following organizational provisions.

1. **The Cabinet**—composed of the principal, deans, and heads of departments, meeting regularly under the chairmanship of the principal. The Cabinet functions in a threefold capacity :

(*i*) As an executive committee of the faculty—preparation of the agenda for faculty meetings ; formulation of proposals for submission to the faculty ; making of decisions, within agreed-upon principles, on behalf of the faculty.

(*ii*) **As** a policy proposing body—taking initiative in formulating proposals involving possible changes in existing policies ; initiating studies related to policy formulation ; etc.

(*iii*) **As** an advisory body—to the principal and/or to other responsible members of the professional staff who may bring 'problems' to it for consideration.

2. **The Principal's Advisory Council**—composed of seven members of the faculty (other than heads of departments), *elected* by the faculty and serving for two-year terms, one half (four and three) of the members being freshly elected each year. The functions of this group are :

(*i*) To bring to the attention of the principal matters concerning the operation of the school which, in its opinion, merit review, attention or action—matters arising within the experience of the members themselves or brought to their attention by any members of the faculty.

(*ii*) Giving the principal advice on matters brought to the group by him or arising out of discussions occurring within the group.

Note : This group has only advisory functions and possesses no administrative or executive or decision-making powers. Immediate and full minutes of its meetings are mimeographed and distributed to all members of the staff.

3. **Standing and Special Committees of the Faculty**—all created by faculty action and *appointed by the principal with the approval of the faculty*. Such committees are responsible to the faculty, not the principal, and all reports of such committees are made to the faculty. The principal is an ex-officio member of all standing and regular committees of the faculty.

Ordinarily the faculty provides for the following standing committees :

(*i*) Committee on Faculty Fund & Faculty Welfare
(*ii*) Committee on Curriculum
(*iii*) Committee on Activities (Co-curricular)
(*iv*) Committee on Eligibility
(*v*) Committee on School Improvement

Typical examples of special committees (each having a definitely designated function) within recent years, would be :

(*i*) Committee on the Reorganization of the Lunch Programme
(*ii*) Committee on the Establishment of a Snack Bar.

(*iii*) **Committee on Student Evaluation.**

(*iv*) Committee on Safety Education.

(*v*) Committee on School Participation in Community Life.

(*vi*) Committee on Planning of Staff Meetings.

(*vii*) Committee on School Calendar.

Membership on standing committees is for a period of two years with the possibility of appointment for a second two-year period; membership on special committees is for the period of the work of the committee—that is, until the committee has made its report to the faculty and been 'discharged'.

4. **Departments**—composed of all members of the staff assigned to each of the instructional departments. The organized departments existing in the school (as of 1952-1953) were as follows: English, Latin, Modern Languages, Mathematics, Science, Social Studies, Business Education, Arts and Crafts, Music, Speech and Dramatics, Library, Health and Physical Education, Home Economics, Guidance and Child Study.

The Departments meet regularly under the chairmanship of the Head of the Department. Their functions are numerous, the principal among them being as follows:—

(*i*) to develop improved methods of instruction;

(*ii*) to select and recommend text-books and materials;

(*iii*) to recommend revision of courses of study, addition of new courses, merging of old courses, elimination of courses;

(*iv*) to establish and maintain standards of instruction;

(*v*) to develop and improve methods of examination and evaluation;

(*vi*) to make recommendations to the principal and/or the faculty for studies, changes in policy, etc.

(*vii*) in general, to be responsible for all matters directly related to instruction and related activities within the areas of the approved curriculum entrusted to them;

(*viii*) *Important*—to participate in the interviewing and selection of new teachers.

5. **Informal (but Important) Structural Groups.** These groups, while not formally structured, frequently develop out of the daily operation and needs of the school. They may or may not find eventual place in the formal organization. Examples are: (*i*) the Publications Group, composed of faculty advisers of the four school publications, (*ii*) the Athletics Group, composed of all members of the faculty who have interscholastic team responsibilities, (*iii*) the Student Finance Group, composed of faculty advisers of activities which either produce or expend substantial sums of money, (*iv*) the Student Government (G. O.) Group, composed of the faculty advisers to the Junior and Senior High School G. O. Council and its various committees.

APPENDIX V

FUTURE TEACHERS OF AMERICA

The Future Teachers of America (in short, FTA) movement grew out of the Horace Mann Centennial in 1937 and has been developed by the staff of *The Journal of the National Education Association.*

The purposes of the FTA movement are :—

(*i*) to develop among young people, preparing to be teachers, an organization which will be an integral part of state and national education associations ;

(*ii*) to acquaint teachers in training with the history, ethics and programme of the organized teaching profession ;

(*iii*) to give teachers in training practical experience in working together in a democratic way on the problems of the profession and the community ;

(*iv*) to interest the best young men and women in education as a life-long career ;

(*v*) to encourage careful selection of persons admitted to schools which prepare teachers, with emphasis on both character and scholarship ;

(*vi*) to seek ,through the dissemination of information and through higher standards of preparation, to bring teacher supply and demand into a reasonable balance.

It can be seen from the above that the main principles underlying such an organization are :—

(*i*) that the future of mankind is in the hands of the youth of to-day and, therefore, it is very necessary to offer young people activities through which they can improve themselves and look forward to useful careers in that greatest of all occupations—teaching; and

(*ii*) that loyalty to the profession as a whole and to the nation as a whole can best be ensured through an organization such as this which cuts across local and state lines and serves as the unifying link.

Structure. It is believed that the FTA programme should enable the earlier awakening of the individual, who plans to be a teacher, to the possibilities of his own life, and help to better develop character qualities essential to the teacher by attaching importance to them early in the student's life.

The programme, therefore, makes it possible for the young person who, upon entering high school, forms his purpose to be a teacher to have four years of preliminary preparation through FTA Clubs, plus four years of definite training during college years through FTA 'Chapters' for professional leadership.

The distinctive feature about these FTA organizations, both at the high school and the college levels, that distinguishes them from other clubs and associations is that the emphasis is decidedly practical-aiming at a training for "democratic co-operative action," at improvement of individual and community life. Listed in the programme of activities for the high school clubs are, for instance, such items as :—

(*i*) improving assembly programmes;

(*ii*) helping beautify school campus;

(*iii*) sponsoring National Citizenship Day;

(*iv*) sponsoring a course in the practice of parliamentary law;

(*v*) teaching in Sunday school;

(*vi*) helping develop a recreation programme for children in the community.

(*vii*) music—both to help develop individual talent and for leading in community singing.

The FTA serves the twofold objective of inspiring the best among the young to take to the profession and of bringing about a greater unity and stability within the profession itself.

APPENDIX VI

THE HARVARD TWENTY-NINE COLLEGE CO-OPERATIVE PLAN

In the late autumn of 1951 representatives of twenty-one liberal arts colleges in the north-eastern States met at Harvard to discuss the critical shortage of able persons currently entering the field of public education. The natural community of interest which was almost immediately apparent in the group suggested the possibility of co-operative action.

It was agreed that:

1. A disproportionately low number of well-qualified graduates of liberal arts colleges choose careers in education.

2. Although students and faculty members may justifiably be sceptical of many existing courses in education, the fields of study underlying the educational process demand serious and rigorous analysis.

3. The traditional antagonisms between liberal and professional educators could be eased if more effective means of communication were established.

4. Committed by definition to the primary task of providing a broad general education, many liberal arts colleges lack the facilities and the resources necessary for adequate professional training.

5. Graduate schools of education have been in an unfavourable competitive situation because they have lacked scholarship funds comparable to those available to other graduate faculties.

The twenty-one college group then presented a plan to the Ford Fund for the Advancement of Education. Each college agreed to take appropriate action, according to the individual climate of particular institutions, to stimulate interest in teaching. Able students thus encouraged to consider careers in education might then be recommended for admission to fifth year training programmes at the Harvard Graduate School of Education. Students not able to finance an additional year of study would be granted scholarships provided by the Fund ranging in amounts up to $ 1,500. By early 1952 eight additional colleges had joined the group and the Twenty-nine College Co-operative Programme was established.

In practice the Co-operative Programme has usually meant that a Teacher Education Committee, made up of representatives from the humanities, natural sciences, social sciences, and education (if a department of education exists) has assumed responsibility for stimulating interest in teaching and recommending students to Harvard Committees have held all-college conferences on education, distributed myriad quantities of literature, posted announcements, evaluated the intellectual capacity and personal fitness of fifth year applicants, and, most important, attempted to create an atmosphere within the college sympathetic to public education. Of course, the effectiveness of particular committees has varied considerably, but, in general, the response has been heartening.

Representatives of the twenty-nine colleges have, from time to time, met in Cambridge to discuss common problems, and, particularly, means of effecting greater integration between undergraduate and graduate study. A recent conference attempted to analyze the crucial shortage of competent teachers of science and mathematics and to find ways of encouraging able young people to plan careers in these fields. Policy decisions involving the co-operative programme are made during these periodic conferences.

APPENDIX VII

APPRENTICESHIP TRAINING IN GREAT BRITAIN

More than a hundred trades and sections of industry in Great Britain have bound themselves by national agreement to ensure that all their young recruits who enter on an apprenticeship or learnership basis shall receive, during part at least of the period of their apprenticeship or learnership, systematic and regular part-time education and training during their hours of employment. No deduction from pay is made, nor are rates of pay lowered on this account.

The most usual agreement is that this education and training shall be for a period of three years from the beginning of the apprenticeship, that is, from about age 15½ or 16½ to 19½. The most usual time allotment for such education and training (other than on-the-job training in the course of productive work) is one day a week for fifty weeks in the year.

There are four principal ways in which this education and training is carried out :—

(*i*) (By far the most common). The firm sends its apprentices to a technical college one day (or two half days a week). Some firms require that apprentices attend technical college on one or two evenings a week as well. A few firms prefer the 'sandwich' system, that is, apprentices go for a week, fortnight, month, or longer at a time to a technical college and then spend a corresponding period in the works.

In all the above cases the local education authority bears the cost of tuition, and the firm the loss of immediate profit due to the absence of their apprentices from the works.

(*ii*) Some firms set up apprentice bays in their works. In these their apprentices are taught the trade practices mastery of which is necessary for the employment skills required in the industry. If, as is usual, the firm makes use of several trades (*e. g.*, turner, fitter, pattern maker, carpenter), apprentices will during their earlier year be given a chance to try their hands at each before making a final choice. In this case the total expense is borne by the firm.

(*iii*) As (*ii*), but in addition apprentices are sent also to a technical college for the equivalent (usually) of one day a week. The technical college's function is to give them instruction in the theoretical knowledge necessary for an understanding of their trades. Almost invariably it gives also workshop practice.

(*iv*) A few firms have set up works schools of their own, in which their apprentices receive both theoretical and practical training. In such cases the firms will either (a) recruit all their own teachers and instructors, and equip the schools themselves, or (b) obtain from the

L. E. A. teachers of theoretical subjects and equipment for these subjects, and provide themselves instructors and equipment for trade practice training.

In the latter case the cost of running the school appears to be fairly evenly divided between the firm and the L. E. A.

There are many minor variations in details of these patterns. In Scotland, and in a few instances in England, firms take boys into their works before the age of apprenticeship, and give them a pre-apprenticeship course, which may last as long as one year.

It should be added that many firms exceed the periods of training given above, especially by extending it beyond the age of 18.

In all the procedures outlined above there may be included an element of general education. The practice of including such an element is on the increase, particular attention being paid to English, civics, and physical education.

Considerable numbers of young employees recruited on a non-apprenticeship basis are given opportunities comparable with the above. In their case the element of general education bulks largely. Government departments are among the employers who release their young employees for such part-time education.

APPENDIX VIII

A. HOW LOCAL AUTONOMY WORKS IN THE UNITED STATES

In the United States, as in India, the responsibility for and control of education are vested in the states. In the United States this is by virtue of the fact that in the Constitution those powers not allocated to the Federal Government are reserved to the states, or to the people. It is the reserved powers clause that gives to the states responsibility for and control over education.

The states, proceeding from this power, have very seldom chosen to operate schools directly, but, on the contrary, have created separate school districts (for the most part) or have assigned to general, local, or municipal governments by specified law the duties of providing and managing free public schools, now through the secondary school and even at times beyond, as in the junior college, for example, or indeed as in the municipal university. The school district, or the general local government, as the case may be, is clearly a *state agency of local* (only) *jurisdiction.* It should be noted that the states could, if they wished, directly establish and operate schools without the establishment of local school districts, or, having created those districts, could, if the state legislature wished to do so, abolish them, or greatly change their powers.

The developed and still developing status of the school district is characterized by its assigned role as the locus of educational planning, operation and financing of education. Here has come to lie local initiative for education—a highly prized characteristic of American education, and probably what has given it its intense democratic nature as well as kept schools close to the people. Undoubtedly, this development has been responsible for the growth and the adaptability of the American school as the home of educational opportunity. It might be well to enumerate briefly certain major and developed characteristics of the school districts:

(*i*) In the great majority of states, the local school district, often referred to as the local school system, is a separate governmental unit for education—separate, indeed, from general local government. To a great extent, also, the school district is fiscally independent, having free although somewhat limited local taxing power, especially for taxation on property. An exception to this complete status of fiscal independence is to be found in many of our larger cities, although even here there is considerable extension of separation. There are other variations and exceptions in degree not needing mention here.

(*ii*) The powers of school districts, whether independent of or dependent upon general local government, are set by the state by law. Provision is made, practically universally, for a Board of Education, as head of the local school system. Often other names are used for this body, but the practice is the same. The Board of Education is the educational authority at the local level. Most commonly the Board is elected by the people of the local district. Board membership is not large, running generally from 3 to 9. It seems safe to say that most American students of education regard the long-term development of the Board of Education as one of the outstanding responsible control bodies in local government in the United States.

(*iii*) The Board has been given broad powers and latitude within its school district. More specifically, however, the Board can do only what the law of the state says it can do, or what may be inferred from the law that it can do. Courts have broadly interpreted the powers of Boards of Education. The Board, being a state agency, though of local jurisdiction only, is responsible to the state. Yet in a real and practical sense the Board is responsible to the people of the school district and derives in varying degree its authority from the district. In great numbers of cases the Board itself has fiscal responsibility and independence. In many other cases, especially in rural areas and the smallest districts, the budget for schools and likewise the determination of the amount of local taxation are set by the voters of the district, assembled in annual meeting, an institution not unlike the old New England "Town Meeting." Here, then, this meeting is the local legislative body for those functions assigned to it, especially appropriation of moneys. Even here the Board is generally upheld in the right to incur liabilities for necessary school purposes, within the limits of reasonableness.

In large school districts, such as cities, voters' meetings would naturally run into such size and become so unwieldy that they are not the practice. In these cases, the Board operates without the benefit of this extended reliance upon direct official access to the people. The Board is either granted a fiscal independence, or becomes fiscally, and in varying degree, by stages, dependent upon some general municipal authority such as the city council. Commonly, however, matters such as votes on bond issues, especially for school buildings, or in cases of the extension of a tax limit otherwise binding on the school district by virtue of state law, go to the people for direct ballot.

(*iv*) The local district, it should be said, is generally recipient directly of the amount of state financial aid for schools, and commonly of any other local non-tax revenue accruing to it, in addition, of course, to its own local tax revenues.

(*v*) By its own action the Board of Education almost universally appoints its own chief administrative officer known as the Superintendent of Schools. In rural areas it is common for several small school systems—each too small to be able to retain a well qualified superintendent alone—to join together by state plan in the joint retention of a superintendent. Teachers, principals, and other staff of the school system receive their formal election from the Board. Practices vary, but usually either in practice or by law the Board elects only upon nomination of the Superintendent of Schools. The Superintendent is the professional officer of general administrative function in the school district. The evolution of his position in American education as a true professional leader as well as executive of the Board forms a chapter in United States educational history of great meaning to local autonomy.

(*vi*) Most Boards of Education adopt and publish statements of Policy and Rules and Regulations, governing in a broad way the operation of schools. These would include such matters as the salary schedule, programmes of study, the adoption of text-books, etc. It should be said, however, that the general and favoured practice is for these to represent broad policies, not petty details, and for them to come before the Board through the Superintendent, after they have gone through the full development process of staff participation.

(*vii*) The Board of Education, through its Secretary, keeps official minutes of all transactions. Board meetings are usually held by regular schedule and seldom less frequently than monthly. Board meetings are generally open to the public and to the press.

(*viii*) Board and Superintendent relations are most commonly characterized by informal cordiality, trust, and good relations. Often, and it can be said increasingly, many voluntary committees of both citizens and teaching staff are to be found working by Board and Superintendent enlistment on a great variety of local school problems, resulting in recommendations of policy and practice. In such capacity, these committees are active at what may be called the development stage of the policy process. Similar activities go on around individual schools as units. The scope of these activities extends throughout the gamut of the problems of local school systems. They include problems of the school programme, school buildings, grading systems, salary schedules, budgets, and the like. Increasingly special consultant resources are procured to assist in the activities. In these matters also there is a high degree of co-operation on the part of the State Department of Education staff as well as those of universities and teachers' colleges.

Thus one may get some idea of local autonomy as it has developed, as it has become much the force in the growth of American schools, and as it has been without doubt the greatest factor in broadening and deepening the understanding of public education on the part of the people—all the people—to whom the schools belong.

B. THE ENGLISH LOCAL EDUCATION AUTHORITY

The local authority for education in England and Wales is th elected Council of an administrative County or of a County Borough.* It is an all-purposes authority ; that is, it has authority for all purposes of local government, and not for education only.

*A city or town of 50,000 or more inhabitants which has been granted a charter constituting it a County Borough.

There are 146 Local Education Authorities (L. E. A.'s) in England and Wales. There are

62 County Councils

83 County Borough Councils

1 Joint Board representative of two Councils

In respect of education the statutory powers of all L. E. A.'s are identical.

L. E. A.'s have statutory power to raise loans and levy rates (i. e. local taxes) The amount and conditions of a loan have to be approved by the British Treasury.

The areas and populations of the L. E. A.'s vary greatly—the latter more than the former. Populations range from the 4,000,000 of the London County Council down to fewer than 50,000 in some of the counties.

The L. E. A. exercises its educational functions largely through its Education Committee, which by law it must appoint. It may delegate to its Education Committee all its powers *except* the power to raise loans and levy rates.

At least a majority on the Council's Education Committee must be representatives of the Council. In practice this means members of the Council. In addition, there must be added to the Committee as co-opted members persons (including some women) having experience in or detailed knowledge of education. These co-opted members have full voting rights.

Most of the Education Committee's work is done in sub-committees, e.g., Primary Education Sub-Committee, Secondary Education Sub-Committee, Finance and General Purposes Sub-Committee. The normal procedure is for a matter to be referred by the Education Committee to the appropriate Sub-Committee, which will present proposals or recommendations to the meeting of the Education Committee. The presentation of such proposals or recommendations is invariably done by the Chairman of the Sub-Committee, who, whatever his (or her) personal opinion about them, will present the arguments in favour of the decision arrived at by the Sub-Committee.

Every L.E.A. has a salaried staff which will vary in size according to the size, population, and complexity of the Authority's area. Members of this staff are members of the Local Government Service, not of the British Civil Service. They are appointed, paid, and dismissed by the local authority.

The only statutory requirement about staff is that the local authority must appoint a Chief Education Officer. The Minister of Education must see the list of persons the Authority proposes to consider for this appointment, and has the right to veto the appointment of anyone he (or she) considers unsuitable.

The L.E.A. annually estimates its expenditure for the forthcoming year (April 1 to March 31). The work of collecting detailed estimates from schools and other educational institutions is done by the Chief Education Officer and his staff. Estimates are considered first by the appropriate Sub-Committees, then by the Education Committee, then by the Finance Committee of the Council, and finally by the Council. They are then submitted for approval to the Minister of Education.

The Minister of Education pays grant on all expenditure by the L.E.A. which it recognizes as eligible for grant. There is a main grant, which covers all normal services except teacher training colleges, school meals, and the school health services. Over the country the main grant aggregates about 60%, but the formula includes an equalization factor which makes the grant to individual authorities range from about 30% to over 70%.

The training college grant varies according to the number of training colleges (if any) in an Authority's area. There is a national pooling of expenditure on this account.

The school meals service attracts a very high rate of grants—up to 90%—from the Minister of Education.

The school health service expenditure is borne on the Ministry of Health vote.

APPENDIX IX

Composition of the International Secondary Education Project Team

1. Dr. Edward A. Pires,
Vice-Principal, Central Institute of Education,
Delhi, India.

   M.A., University of Bombay, 1933 ; Ph. D., University of Bombay, 1937 ; Studied at the University of London, Institute of Education : Teacher's Diploma, University of London; 1938 ; M.A. in Education, University of London, 1941.

2. Mr. Harold C. Dent,
Educational Correspondent,
The Times, London.
England.

   B.A. (Hons.), London University, 1922 ; Editor, *Times Educational Supplement.*

3. Mr. K. Kuruvila Jacob,
Headmaster, Christian College School,
Chetput, Madras, India.

   B.A., Madras University, 1926 ; Diploma in Education, Leeds University, 1930 ; M.A. in Education, Leeds University, 1931 ; Post-graduate Studies, Institute of Education, London University, 1939.

4. Dr. Lester W. Nelson,
Fund for the Advancement of Education,
New York, U. S. A.

   Graduate, West Nottingham (Pa.) Township High School, 1912 ; West Chester (Pa.) Normal School, 1915 ; Attended Pennsylvania State College, 1915-16 ; B. S. in Ed., University of Pennsylvania, 1924 ; LL.D. (Honorary), University of Pennsylvania, 1952 ; L.H.D. (Honorary), Colgate University, 1952 ; L.H.D. (Honorary), Colby College, 1952.

5. Miss Sulabaha Panandikar,
Principal, Training College,
Bombay, India.

   M.A., University of Bombay, 1927 ; M. Litt., University of Cambridge, 1930 ; Teacher's Diploma, University of London, 1931.

6. Mr. Suresh Chandra Rajkhowa,
Inspector of Schools,
Jorhat, Assam, India.

M.A., University of Calcutta, 1937; Teacher's Diploma, Institute of Education, University of London, 1947; M.A. in Education, University of London, 1948.

7. Dr. Alfred D. Simpson,
Professor of Education,
Harvard University, U.S.A.

A.B., Syracuse University, 1913; Ph. D., 1941; A.M., Yale, 1923; Ph. D., Columbia, 1927; A.M. (Honorary), Harvard, 1942.

8. Dr. Laurin Zilliacus,
Sandudsgatan 6B,
Helsingfors, Finland.

Higher Education: Cornell University, Massachusetts Institute of Technology; B.Sc., (Chem. Eng.) Massachusetts Institute of Technology, 1916; LL.D., Melbourne University, Australia, 1936.

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OF THE
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COORG GOVERNMENT SECRETARIAT.
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Held at New Delhi
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The Central Advisory Board of Education held its 22nd meeting at New Delhi on 12th, 13th and 14th January, 1955. The following were present :—

Ex-Officio Members.

1. Maulana Abul Kalam Azad, (Chairman)
   Minister for Education, Government of India.
2. Prof. Humayun Kabir,
   Educational Adviser to the Government of India.

Nominated Members.

3. Shri N. K. Sidhanta,
   Member, U. P. S. C., New Delhi.
4. Smt. Hansa Mehta,
   Vice-Chancellor, Baroda University, Baroda.
5. Dr. K. L. Shrimali, M. P.,
   Principal, Vidya Bhawan Teachers' Training College, Udaipur.
6. Shri E. W. Aryanayakam,
   Secretary, Hindustani Talimi Sangh, Wardha (Madhya Pradesh).
7. Smt. Zarina Currimbhoy,
   Patel Manzil, Napean Sea Road, Bombay.
8. Shri T. S. Avinashilingam Chettiar, M.P.,
   Shri Ramakrishna Mission Vidyalaya P.O., Perianaickenpalyam R. S., Distt. Coimbatore (Madras).
9. Shri Justice Teja Singh,
   10 Ludlow Castle Road, Delhi.
10. Dr. Meghnad Saha, M.P.,
    12/1 Keyatola Lane, Southern Avenue, P. O. Rashbehari Avenue, Calcutta.
11. Dr. Amar Nath Jha,
    Chairman, Public Service Commission, Bihar, Patna.
12. Shri J. A. K. Martyn,
    Headmaster, Doon School, Dehra Dun.
13. Dr. J. C. Ghosh,
    Vice-Chancellor, Calcutta University, Calutta.

Elected by the Parliament

Rajya Sabha

14. Shrimati Mona Hensman, M.P.,
"Lismoyle", Harrington Road, Chetput, Madras—10.

15. Shri Ram Chandra Gupta, M. P.,
Chandra Bhavan, Singi Gali, Agra.

Lok Sabha

16. Shri T. Madiah Gowda, M. P.,
Ramanagaram, Distt. Bangalore, (Mysore).

17. Shri Vankatesh Narain Tiwary, M. P.,
9, Old Councillors' Residence, Lucknow.

18. Shri Frank Anthony, M. P.,
15 Western Court, New Delhi.

Representatives of States

Punjab

Dr. Trilochan Singh, Education Secretary and D. P. I.

Uttar Pradesh

1. Shri Hargovind Singh, Minister.
2. Shri B. P. Bagchi, Education Secretary.
3. Shri B. D. Bhatt, O. S. D.
4. Shri B. N. Jha, Director of Education.

West Bengal

1. Dr. D. M. Sen, Education Secretary.
2. Dr. P. Roy, Director of Public Instruction.

Hyderabad

1. Shri Gopal Rao Ekbote, Minister.
2. Shri P. Sethu Madhav Rao, Director of Public Instruction.

Madhya Bharat

1. Shri Manohar Singh Mehta, Minister.
2. Shri Y. Bhargava, Education Secretary.
3. Shri B. L. Gupta, Director of Education.

Mysore

1. Shri A. G. Ramachandra Rao, Minister.
2. Shri B. M. Krishnan, Education Secretary.

Pepsu

Prof. C. L. Kapur, Jt. Secretary and D. P. I.

Rajasthan

1. Shri Sukhadia, Minister.
2. Shri J. N. Purohit, Education Secretary.
3. Shri Gajraj Singh, Director of Education.

Saurashtra

Shri D. L. Sharma, Director of Education.

Travancore-Cochin

Shri V. S. Naidu, Director of Public Instruction.

Jammu and Kashmir

1. Shri A. N. Bhan, Education Secretary.
2. A. A. Kazmi, Director of Education.

Ajmer

1. Shri Brij Mohan Lal Sharma, Minister.

2. Shri P. N. Seth, Deputy Secretary.
3. Shri A. Baqi, Director of Education.

Bhopal

1. Shri Shankar Dayal Sharma, Minister.
2. Shri Abdul Alim, Education Secretary.
3. Shri D. I. Lal, Director of Education.

Delhi

1. Chaudhury Brahm Prakash, Minister.
2. Shri H. C. Sharma, Chief Secretary.
3. Dr. A. N. Bannerjee, Director of Education.

Himachal Pradesh

1. Pandit Padam Dev, Minister.
2. Kanwar Shiv Singh, Education Secretary.
3. Shri M. C. Saraswati, Deputy Director of Public Instruction.

Secretary—Shri K. G. Saiyidain,
Additional Secretary to the Government
of India, Ministry of Education.

The following members were unable to attend :

1. Dr. Zakir Husain
2. Smt. Hannah Sen
3. Major-General Habibullah
4. Dr. A. L. Mudaliar
5. Dr. S. R. Sen Gupta
6. Dr. H. J. Bhabha
7. Dr. B. P. Pal

The Chairman of the Board, Maulana Abul Kalam Azad, Minister or Education, opened the proceedings with a tribute to the services of the late Dr. S. S. Bhatnagar to the cause of education and science in the country. On a motion from him, the Board observed two minutes' silence in memory of the deceased.

Presidential address by MAULANA ABUL KALAM AZAD, Minister for Education and Natural Resources and Scientific Research, at the 22nd Meeting of the Central Advisory Board of Education held at New Delhi on the 12th January, 1955.

The Chairman then delivered the following address :

FRIENDS,

I have great pleasure in welcoming you to this 22nd meeting of the Central Advisory Board of Education. The year under review has been marked by intense and varied activity in all fields of education and you are aware of many of the interesting developments that have taken place. To recount all of them would take too much time but I would like to bring to your notice some of the more important developments which have taken place and promise to yield increasing returns in the coming years.

I

I shall take up first the question of Basic education. For a long time it has been accepted that the prevailing system of Elementary education must be replaced by Basic education. Progress has not, however, been in conformity with our expectations. There has been an increase of only about 2,500 Basic schools in the course of the last four years. The main reasons for this have been the lack of right type of teachers, inadequacy of training facilities and the large initial cost of establishing a Basic school. About two years ago, the Centre decided to take a direct part in the expansion of Basic education. Accordingly we offered assistance to the States for the establishment of one intensive Basic Education Centre in each State. A further step has now been taken by the decision to offer to all the States 30 per cent of the expenses for converting existing Elementary schools into Basic schools. So far as the establishment of new schools is concerned, it is hoped that the cooperation of the Centre and the States will enable us to ensure that they are increasingly of the Basic pattern.

As you know, the progress made in this field in different parts of the country has not been uniform. The Government of India have, therefore, decided to appoint a small committee which will visit areas where Basic education has struck roots and make an "on-the-spot" study of the developments. We propose to utilise the report of this Committee for planning a programme of expanding Elementary education on Basic lines in order to fulfil as early as possible the Constitutional obligation on the State for providing free and compulsory education to all children of 6—14. You will also find in the agenda a proposal for the constitution of a standing committee for Basic education which can meet frequently and advise the Government of India on various technical and other issues connected with Basic education.

II

Steps are being taken to expand the programme of Social education in the country. You will remember that I spoke to you last year of the Central scheme for the expansion of education by the employment of new teachers in Elementary schools and of social workers in selected centres in urban areas. This was also intended to relieve the pressure of educated unemployment. I am glad to tell you that under this scheme a total of about 66,000 teachers and 2,000 social workers have been allotted to various States up to November, 1954.

III

The greatest emphasis during the current year has, however, been placed on the reconstruction and improvement of Secondary education. I think you will all agree that this has till now been the weakest link in the Indian educational chain. It is yet in a sense decisive in determining the quality of education both at the elementary and the collegiate levels. Secondary schools supply teachers for elementary schools and students for colleges and other institutions of higher learning. An unsatisfactory system of Secondary education undermines the entire system of education in the country.

You will remember that at the last meeting of the Board, I placed before you my ideas on Secondary education. This is the stage up to which all should have the opportunity to go. In any case, it is the stage which marks, and will continue to mark the end of education for the vast majority. It should, therefore, prepare them for life, but I must regretfully admit that our Secondary education does not at present fulfil this end.

The Government have, on your advice, generally accepted the recommendations of the Secondary Education Commission and initiated measures for giving effect to them as early as possible. Discussions are being continually held with State Governments, Universities and Boards of Secondary Education for carrying out various necessary measures of reform. I will refer briefly to only some of the more important steps already taken in this behalf.

The duration of Secondary education has been a subject for controversy over a number of years. Unfortunately, even the Secondary Education Commission did not give a clear lead in this matter and left it to the States to have either an 11 or a 12 years' Secondary Course. This has made it difficult to correlate Secondary education with the universities and to ensure that there will be a uniformity of pattern both at the Secondary and University levels throughout the country. This question was taken up in a conference of Education Secretaries held in November 1954. It was agreed to get round the difficulty by prescribing that 17 plus should mark the end of Secondary education. There can be doubts and differences about the standards and courses in Secondary schools but there can be no doubt about a prescribed age. So long as the completion of Secondary education and entrance thereafter to the university is fixed at 17 plus, the States may regulate the stages subject to the general pattern laid down by the Secondary Education Commission. Since the Constitution lays down six as the commencement of compulsory education for all, this would favour an 11 years' course of six to 17 plus. However, this is a matter which requires careful consideration and I hope that the Board will give a clear lead to all the States.

We are all agreed that the standards of Secondary education need to be raised. It has been suggested that the extension of the Secondary course by one year will raise the standard of attainment and prepare pupils for entry into various vocations. As a result, there will not be the same rush for higher studies and it will reduce the pressure on the universities. I am happy to note that many of the universities are willing to fall in line with the suggestion of both the Radhakrishnan Commission and the Mudaliar Commission and agree to the institution of a three-year degree course at the end of the Higher Secondary School Certificate.

Another defect of the existing system of Secondary education has been the lack of facilities for pupils with different abilities, aptitudes and tastes. The need to establish a large number of multi-purpose schools is, therefore, obvious but in spite of encouraging beginnings in some of the States, the vast majority of Secondary schools are yet of an academic type. The main difficulty here again has been the lack of resources in men, material and funds. You will be glad to hear that the Government of India have already initiated a scheme for the conversion of 500 High schools in the country into multipurpose schools before the end of the present Plan period. It is proposed that the distribution of the schools will be on the basis of one multi-purpose school for each district. This will leave a balance of a little less than 200 schools which will be utilised to meet the special requirements or demands from various States. In addition, the

Central Government have accepted a scheme for the improvement of teaching and equipment in another 1,000 to 1,500 schools during the same period so that roughly 20 per cent of the Secondary schools in the country can be raised to a higher level. The multi-purpose schools will all be Higher Secondary schools and provide various types of courses in Arts, Science, Agriculture, Commerce and Technical studies.

Steps have also been taken to set up a Textbook Research Bureau and a Bureau of Vocational and Educational Guidance. You will agree that improvement in the quality of textbooks is essential if Secondary education is to improve. In view of the proposed diversification of courses, it is equally important to ensure that pupils select their courses according to their aptitude, taste and ability. Immediate steps are, therefore, necessary to organise educational and vocational services, though these need not be of a very elaborate character in the beginning. The Central Bureau of Vocational and Educational Guidance will offer all possible help to the State Governments which may wish to set up their own Bureaux of Vocational and Educational Guidance. I would also suggest for your consideration that each State may set up a Board with the object of surveying employment opportunities in its area and make the necessary information available to all Headmasters of Secondary schools.

You will agree that the key to all educational improvement lies in a better type of teachers. Efforts are being continually made for the better training of teachers and generally improving their professional efficiency. I mentioned to you last year about the All-India Headmasters' Seminar which was held at Simla. Its results were so promising that during the current year eight more Seminars on a regional basis have been organised. In addition, some of the States have organised their own Headmasters' Seminars. I am convinced that these Seminars are one of the most effective types of in-service training and represent one of the best forms of investment in education.

All these measures for increasing the duration of the course, raising the standard, diversifying the syllabus and improving equipment and library services are being pursued in close cooperation between the Central Government and the State Governments. The results will be reported to the Board but I have felt that in view of the urgent need of improving the quality of Secondary education, it would be desirable to set up a smaller body which could meet more frequently and review from time to time the progress made. I am, therefore, contemplating the setting up of a Council of Secondary Education more or less on the lines of the All-India Council for Technical

Education. The proposed Council will review the progress of Secondary education throughout the country and serve as an expert body to advise the Government about improvement and expansion of Secondary education in all its phases. It will examine and appraise proposals in this behalf submitted to the Central Government and assist in the implementation of approved programmes. It will also maintain a nucleus of specialists in various fields of Secondary education and thus increase through membership of its staff the number of Indian educationists who have had experience in the analysis and solution of problems of Secondary education on an all-India basis.

IV

In the field of University education, I have already reported to you that the University Grants Commission was set up in November 1953. A bill to give it statutory recognition has been introduced in Parliament and is under its consideration. It is a matter of deep regret that we have lost the first Chairman of the Commission, Dr. S. S. Bhatnagar, before the Bill could be passed. In him we have lost one of our most eminent educationists who could have helped to build up the right traditions for the Commission.

In the meantime, you will be glad to hear that certain steps have been taken to improve the salary of teachers in universities and expand the facilities of higher education in various directions. After the attainment of independence, it became clear that our universities did not have adequate facilities for the study of the language, history and culture of important regions of the world. Some provisions existed for studying the civilisation and culture of Europe, but there were no faculties or departments which gave young Indians the opportunity of acquiring specialised knowledge of the Americas, the Middle East or various zones of Asia. It was at the same time clear that India's increasing participation in international affairs demanded that there must be men and women with specialised knowledge of the language and culture of all important regions of the world. A beginning has now been made by taking steps to establish an institute for the study of Asian languages and culture at the Banaras University, of the culture and languages of the Middle East at Aligarh University and a School of African Studies at Delhi University.

V

I will not go into details in the field of Technical education as I surveyed it recently when I addressed the All-India Council for Technical Education. Its report is before you and you will see that the progress in this field has been fully maintained. I would only add that the site for the Western Higher Technical Institute has been selected and action initiated for the establishment of Regional Schools of Printing as well as a School of Town Planning.

VI

I have referred to the need of research in textbooks to improve their quality. Textbooks cannot and should not, however, be the only reading material for growing children and adolescents. Great nations have taken justifiable pride in their children's literature. In India we have an ancient tradition that can challenge comparison with similar literature of any other country. In recent times we have, however, neglected this important facet of literature and left unutilised the vast potential material that lies at our command. We have during the last year taken the first steps to remove the deficiency. Publishers are being encouraged to enter this field and produce literature that will satisfy the needs of our children and adolescents. Our schemes in this field are three-fold. Firstly, the Ministry will produce under their own auspices a few books so as to serve as examples and set the standard for other publishers. Secondly we have commissioned the publication of a series of 25 books for children on selected subjects. Finally, we have offered 20 prizes for good and well produced children's books in all Indian languages. Two thousand copies of each prize-winning book will be purchased by the Central Government for distribution to schools, libraries and children's centres.

Perhaps even more than in the case of children, we must provide suitable literature for the neo-literate adults. I have made a brief reference earlier to the expansion of Social education in the country. One of the main obstacles to such expansion in the past has been the paucity of suitable literature. Adults who became literate often relapsed into illiteracy because of this fact. There is, however, an additional danger which arises out of lack of suitable literature. If the neo-literate adults do not find healthy and wholesome material to engage their minds, they are liable to resort to literature of an undesirable type. This is a problem which we share with most countries of the world. In many cases, increased literacy has led to a lowering of standards and taste. The main reason for this is the lack of suitable literature for the average man. In the absence of creative and wholesome books, cheap comics, crime and sex stories and sensational political propaganda take entire possession of his mind.

The Government have, therefore, undertaken a special programme for encouraging the production of literature which, while it will be true to the traditions of our Indian heritage, will also seek to develop in the minds of the neo-literate adults a scientific and critical spirit alive to the problems of modern age. For this purpose, the Central Government have initiated a scheme to guarantee to publishers and writers a minimum sale of books which are of the requisite quality. In addition, prizes are awarded to specially qualified books. You will be glad to hear that this has already evoked a wide interest from writers and publishers. In October 1954, 35 books in 14 Indian languages received governmental recognition or awards. We are now contemplating an extension of the programme to offer every possible encouragement to promising writers and publishers in all Indian languages. We have also planned to produce in several volumes a popular Encyclopædia in Hindi. This is intended to provide useful reading material of general interest to neo-literates. The first volume has been prepared and sent to the press and I expect it will soon be out.

VII

The current year has also been marked by intense and varied activity in the field of culture. You are aware that a national academy of letters, the Sahitya Akademi, was set up in March and a national academy of fine arts, the Lalit Kala Akademi in August 1954. The National Gallery of Modern Art was opened in March 1954. A delegation of Indian artists was sent to the U.S.S.R. and a cultural troupe received from China. In addition India participated in several international cultural conferences and sponsored Art and Culture Exhibitions to various countries. An Exhibition of *Indian Art Through the Ages* is at the moment touring some of the countries of Europe and the Middle East. The system of cultural scholarships has been attracting an increasing number of students from many foreign countries. Our students are also going abroad under various programmes of cultural exchange.

One of the most important developments in the field of cultural activities during the current year has been the organisation of a number of youth camps throughout the country. These are intended to give our young men and women in High schools and colleges an opportunity of living together and participating in various forms of creative and social activities. More than 300 such Camps have already been held and more are planned in the coming months. In a sense, the culmination of such programmes for the youth of the country was the organisation of an All-India Youth Festival in which students from almost all the Indian universities participated. The Government provided funds to bring them to the capital and house them in the Talkatora Gardens. The various items they put up were evidence of the rich diversity of the culture of India. The Festival which gave an opportunity to a large number of young men and women from all parts of India to live together in a common fellowship is bound to strengthen the bonds of unity among them and develop in our youth the consciousness of their Indian heritage.

VIII

I would also like to say a few words about the various activities undertaken in cooperation with Unesco. We participated in important projects like the Translation of Classics and the Arid Zone Programme. Our delegation played a very important role in the Eighth General Conference of Unesco and I am glad to inform you that the Ninth General Conference will be held in India. This will be the first time that one of the U. N. Agencies will hold its general session in this region of the world.

IX

You will remember that, at the last meeting of the Board, I spoke to you about the need of changing the existing rules of recruitment to various Government and other services. Under the existing rules, possession of a university degree is a necessary condition for recruitment to all excepting the lowest services. This has led to an undue pressure on the universities and also to a sense of frustration among a large number of our educated youth. You will be glad to hear that this matter has been considered by the Government and a Committee of specialists is being appointed to examine the question and submit specific proposals.

X

If the possession of a degree is no longer a pre-requisite for employment, we hope that the pressure on the universities will diminish. It is, however, necessary to ensure that only young men and women of the highest calibre proceed for higher studies. At present, entry to the universities and even to the High schools is often dependent mainly on the financial position of the family. A democracy cannot flourish unless it offers equality of opportunity to all and takes every care to see that the best among its youth get the opportunity to develop their abilities. One measure for equalisation of opportunity is the initiation of a system of scholarships to the various residential schools modelled on the British Public School.

It is generally admitted that these schools offer a better standard of education than our existing ordinary schools. Our aim is of course to improve the quality of all Secondary schools but obviously it is impossible to raise 10,000 High and Higher Secondary schools to the necessary level immediately. Till such time, we must ensure that boys and girls of the requisite ability are not denied the opportunity of receiving the more satisfactory education which public schools at present offer. One of the main criticisms against the public schools in the past has been that they cater only to the needs of a rich minority. The scholarships instituted by the Government of India seek to remedy this defect. You will be glad to hear that some of the boys and girls who have secured admission to public schools with our scholarships come from families whose monthly income is less than Rs. 100.

XI

Another measure for the equalisation of opportunity is the expansion of the scope of the Scheduled Castes, Scheduled Tribes and Other Backward Classes scholarships. When I took over charge in 1947, the total amount utilised for all such scholarships was Rs. 3.5 lakhs. It was my constant aim to increase the provision year by year and you will be glad to hear that in 1954-55, a sum of Rs. 1,07,00,000, is being spent for such scholarships. The number of beneficiaries under the scheme has increased from 600 in 1947-48 to over 20,000 in 1954-55.

XII

It would take me too long if I referred to the many interesting activities initiated and continued by the Department of Archæology, the Department of Anthropology and the National Archives but I can inform you that they have shared in the general progress of which I have given you a brief report.

One measure of this increased activity in all fields of education is the financial allocation for education in our Central and State budgets. In 1953-54, the Central allotment for education was less than Rs. 8 crores. In 1954-55, the allocation is almost Rs. 20 crores. So far as the Governmental expenditure on education is concerned, the allotment has increased from Rs. 94 crores in 1953-54 to Rs. 112 crores in 1954-55.

XIII

There is one other matter to which I would like to refer before I conclude my survey. We all profess our devotion to the ideals which Mahatma Gandhi set before this country and the world but I have to say with regret that our practice does not always conform with our professions. Gandhiji believed in the innate dignity of man and had an equal reverence for all religions. For him, toleration was not a mere negative virtue of bearing with others differing from him but a positive quality which was marked by love and reverence for all human beings. It is a matter for regret that these basic human values which have been proclaimed by all religions and were reiterated by Gandhiji in his life and teachings, do not find a proper place in the curriculum of our institutions. Even where Gandhiji's life and teachings are taught in schools or colleges, the broad humanitarian aspects of his teachings are not always fully stressed. If a person differs from Gandhiji's views and does not accept his teaching, he certainly has the right of saying so. No one has, however, the right of professing to follow him and at the same time leaving out essential elements of his message. There are nevertheless divergences in different parts of the country and sometimes greater emphasis is placed on some of the less important aspects of his life and teachings. There is also at times a tendency to idolise him but neglect the real significance of his message.

I feel that the time has come when we should prepare a syllabus of his teachings for the use of educational institutions throughout India. In order to arrive at a uniform and correct interpretation of his message, it is necessary to appoint a small committee of persons who have made a special study of his life and teachings. I am sure this meeting of the Board will give careful thought to this issue and suggest measures so that the real implications of Gandhiji's teachings are brought vividly to our rising generations.

The Board then took up the consideration of the Agenda. (Annexture B).

Item I—The chairman welcomed the new members of the Board and expressed his appreciation of the services of the outgoing members.

Item II—It was reported that the proceedings of the 20th and 21st meetings of the Central Advisory Board of Education held at New Delhi in November, 1953 and February, 1954 respectively, had been confirmed by circulation to members.

Item III (a) (i)—The Board approved of the report of the progress of educational development plans implemented by the Government of India. [Appendix A (i)]

Item III (a) (ii)—The Board noted that several of the States had not supplied figures of the amounts actually utilised by them under different schemes and desired that such figures for the year 1953-54 should be furnished along with the progress reports as early as possible. [Appendix A (ii)]

Item III (b) (i)—The Board considered the reports from the States and noted that they did not conform to any pattern and differed considerably in length. It was resolved that while it was not necessary to insist on any rigid pattern or to include large statistical material, report on certain important items to be indicated by the Central Government should invariably be furnished.

The Board further decided to invite the attention of the Planning Commission to the need of making suitable provision for raising the salary scales of teachers at all levels in the next Five-Year Plan. This has become all the more necessary in view of the fact that a satisfactory execution of development plans in the industrial, agricultural and allied sectors will depend on the quality of the personnel employed, which in turn will depend on the quality and the contentment of the personnel employed in the educational institutions. [Appendix A (b) (i)]

Item III (b) (ii)—The Board noted the progress of education of the Scheduled Tribes and Scheduled Areas in various States with particular reference to the educational development schemes under Article 275 of the Constitution and welfare of the tribal people in part 'C' States. It, however, took a serious view of the fact that some of the grants received from the Central Government were being utilised for constructing exclusive hostels for students belonging to Scheduled Castes and Tribes and Backward Classes. The Board recommended that instead of segregating these students in separate hostels, steps should be taken to reserve seats for them in the general hostels and, if necessary, build annexes to such hostels for the purpose. [Appendix A (b) (ii)]

Item III (c)—The Board recorded the report on the activities and publications of the Central Bureau of Education including those relating to educational statistics. It was suggested that publications issued by the Ministry should be sent to the State Governments and their cost recovered. [Appendix A (c)]

Item III (d)—The Board received the report on the development of Audio-Visual Education in India. [Appendix A (d)]

Item III (e)—While considering the report on the progress made in the field of Technical education, the Board suggested that regional committees set up for inspecting and recommending technical institutions for Central grants should be requested to complete their assignments with expedition so that the institutions applying for grants do not have to suffer on account of delayed action. [Appendix A (e)]

Item III (f)—In regard to the need for relaxing minimum qualifications for candidates applying for scholarships to Scheduled Castes, Scheduled Tribes and Other Backward Classes, particularly in the professional courses, the Board decided to postpone the question till the Union Public Service Commission had further considered the matter. The Board further suggested that by July every year the Central Government should give an approximate idea to State Governments of the number and total value of such scholarships to be paid to scholars from their respective areas. [Appendix A (f)]

Item III (g)—The Board recorded the report on the Government of India's Overseas Scholarships Scheme. [Appendix A (g)]

Item III (h)—The Board considered the report on the Cultural Scholarships Scheme and suggested that a special request be made to the Vice-Chancellors of Universities to extend all possible opportunities to foreign scholars to participate in the social and cultural life around them and to help them feel at home during their stay in this country. [Appendix A (h)]

Item III (j)—The Board noted the report on the Government of India scheme for the award of scholarships to foreign students for training in cottage industries and other vocational subjects. [Appendix A (j)]

Item III (k)—The Board considered the report on the work of the rehabilitation of students and teachers displaced from Pakistan and recommended that as the process of rehabilitation of the displaced teachers and students was likely to be spread over a fairly long number of years, a long-term programme should be drawn up to be presented to the Board at its next meeting.

It was further resolved that while the age of retirement of teachers should be generally 60, in States where government teachers have to retire at 55, at least the displaced teachers in government service should be allowed to continue till the age of 60. [Appendix A (k)]

Item III (l)—While recording the report on the development of Basic (Primary and Middle) education, the Board expressed the view that all the States should in future submit their reports in this behalf on the proforma circulated to them. If there was any difficulty about any particular item of information, it should be referred to the Central Government for clarification or modification of the proforma if necessary. [Appendix A (l)]

Item III (m)—The Board recorded the report on Education of the Handicapped. [Appendix A (m)]

Item III (n)—The Board recorded the report on the work of the Indian National Commission for Cooperation with Unesco. [Appendix A (n)]

Item III (o)—The Board recorded the report on the work of the Department of Archæology. [Appendix A (o)]

Item III (p)—The Board recorded the report on the work of the Department of Anthropology. [Appendix A (p)]

Item III (q)—The Board recorded the report on the work of the Department of Archives. [Appendix A (q)]

Item III (r)—The Board recorded the report on the work of National Library, Calcutta. [Appendix A (r)]

Item III (s)—The Board recorded the report on the work done in connection with preparation of Scientific Terminology in Hindi and propagation and development of Hindi. [Appendix A (s)]

Item III (t)—The Board recorded the report on the activities in the field of Youth Welfare. [Appendix A (t)]

Item IV (i)—The Board considered the reports from the Government of India and the State Governments about the action taken on the recommendations of the Board at its 20th Meeting and expressed concern that information supplied by many of the States was inadequate. The Board desired that steps should be taken by the States to furnish in time adequate reports about action taken on its recommendations.

In regard to the scheme of introducing Merit Scholarships in Public schools, the Board felt that such State Governments as have not agreed so far to introduce scholarships in the public schools situated in their areas should be requested to reconsider their decision. It was also felt that if a State Government made certain recommendations in favour of any scholars, the Government of India should make arrangements to accommodate them in some public school outside the State if the particular State had no public school of its own.

With regard to the recommendation of the Central Advisory Board of Education requesting the Ministry of Education to urge the Planning Commission to make more adequate provision for education, particularly for universal, free and compulsory education during the second Five-Year Plan, the Board felt that the reactions of the States to the targets and priorities which have been tentatively fixed at the Conference of Education Secretaries in November, 1954 for the next Five-Year Plan may be awaited in the first instance.

In regard to the recommendation of the Board, the Government of India should permit the mother-tongue to be the medium for the competitive examinations for children of 12 or below seeking entrance into schools for the Armed Forces, it was decided that the Ministry of Defence, to whom the matter has already been referred should be requested to give a decision as early as possible. [Appendix B (i)]

Item IV (ii)—While the Board welcomed the action taken by the State Governments on the implementation of the reommendations of the Secondary Education Commission, it noted with regret that the information supplied by many of the States was inadequate. The Board therefore suggested that steps should be taken by the States to furnish in time adequate reports about the action taken on the recommendations of the Board.

The Board recommended that next year grants to A.C.C. should be paid earlier so that camps might be held from September to December and also suggested the organisation of Scouting, N.C.C. and other extra-curricular activities as measures to improve discipline of students. [Appendix B (ii)]

Items V & VI—The Board suggested that the attention of the universities should be invited to the Reports of the Conference of University Teachers of Economics and History regarding the teaching of these subjects in the universities. (Appendices C and D)

Item VII—The Board agreed that the matter should in the first instance be referred to the Anglo-Indian Board and the Indian Public Schools Conference for comments. (Appendix E)

Item VIII—In view of the appointment of a special committee for considering the questions of qualification and age for entry into different grades of government service, the Board postponed the discussion of the item. (Appendix F)

Item IX—The Board recorded its appreciation of the Report of the International Team on 'Teachers and Curricula in Secondary Schools'. (Appendix G)

Item X—The Board discussed the matter at length and after considering the report of the special committee (for membership, see Annexure C) passed the following resolution:

> "The Board after very careful consideration of the stage of termination of Secondary education and the qualifications necessary for entry into the universities arrived at the following unanimous conclusions:
>
> (a) The degree course should be of three years and 17+ should be the minimum age for entry into universities.
>
> (b) The end of Secondary education at 17+ should mark a terminal stage in education and prepare students for life. It should also be of a standard which would enable them to participate with profit in a three-year degree course.
>
> (c) The Government of India be requested to appoint a committee to draw up an integrated syllabus for the School Final Examination to achieve the above objective.
>
> (d) The last class in the Secondary stage should be called the 11th class and may be reached after schooling of not less than ten years, the actual duration of the school system in the various States to be determined by the State Governments concerned.

The Board is of opinion that for the implementation of these recommendations, it is necessary that financial assistance in a liberal measure should be provided by the Central and State Governments. This Board therefore requests the Central and State Governments and the Planning Commission to provide necessary finances in the second Five-Year Plan for the implementation of these recommendations. (Appendix H)

Item XI—The Board welcomed the announcement of the Chairman regarding the establishment of a Council of Secondary Education on the lines of the All-India Council for Technical Education and noted with satisfaction that the Government have already decided to set up an expert committee for formulating an integrated syllabus for the Secondary stage as a whole and another for the pre-university class. (Appendix J)

Item XII—The Board authorised the Chairman to appoint a Committee to consider the desirability of inclusion of Gandhian Philosophy and Ways of Life in the curricula of High Schools and University stage and make suitable recommendations towards that end. (Appendix K)

Item XIII—The Board authorised the Chairman to establish a separate Advisory Committee on Basic Education, as a Standing Committee of the Central Advisory Board of Education. (Appendix L)

Item XIV—The Board left it to the Chairman to fix the date and venue of its next meeting.

The meeting ended with a vote of thanks to the Chair.

ANNEXURE A.

List of new members

1. Shri T. S. Avinashilingam Chettiar.

List of outgoing members

1. Shrimati Ammu Swaminathan.
2. Dr. B. L. Manjunath.

ANNEXURE B.

AGENDA

I. To record appreciation of the services rendered by those who have ceased to be members since the last meeting of the Board and to welcome the new members.

II. To report that the proceedings of the 20th and 21st Meetings of the Central Advisory Board of Education held at New Delhi in November, 1953 and February 1954 respectively, were confirmed by circulation to members and that the copies of the approved proceedings were sent to the State Governments and universities.

III. To consider the following reports :—

(*a*) (*i*) Report on the progress of Educational Development Plans implemented by the Government of India.
Appendix A (*i*)

(*ii*) Report on the Five-Year Plan of Educational Development in Basic, Secondary and Social Education.
Appendix A (*ii*)

(*b*) (*i*) Report on the progress of the Educational Development Plans implemented by the State Governments.
Appendix A(*b*) (*i*)

(*ii*) Report on the progress of education of the Scheduled Tribes and Scheduled Areas in various States with particular reference to the educational development schemes under Article 275 of the Constitution and Welfare of the Tribal People in Part 'C' States.
Appendix A (*b*) (*ii*)

(*c*) Report on the activities and publications of the Central Bureau of Education, including those relating to educational statistics. *Appendix* (*A*) (*c*)

(*d*) Report on the Development of Audio-Visual education in India. *Appendix A* (*d*)

(*e*) Report on the progress made in the field of Technical education. *Appendix A* (*e*) (*f*) Report on the Government of India Scheme of Scholarships to Scheduled Castes, Scheduled Tribes and Other Backward Classes. *Appendix A* (*f*)

(*g*) Report on the Government of India's Overseas Scholarships Scheme. *Appendix A* (*g*)

(*h*) Report on the Cultural Scholarships Scheme. *Appendix A* (*h*)

(*j*) Report on the Government of India Scheme for the award of scholarships to foreign students for training in cottage industries and other vocational subjects. *Appendix A* (*j*)

(*k*) Report on the work of rehabilitation of students and teachers displaced from Pakistan. *Appendix A* (*k*)

(*l*) Report on the Development of Basic (Primary and Middle) education. *Appendix A* (*l*)

(*m*) Report on Education of the Handicapped. *Appendix A* (*m*)

(*n*) Report on the work of the Indian National Commission for Cooperation with Unesco. *Appendix A* (*n*)

(*o*) Report on the work of the Department of Archæology. *Appendix A* (*o*)

(*p*) Report on the work of the Department of Anthropology. *Appendix A* (*p*)

(*q*) Report on the work of the Department of Archives. *Appendix A* (*q*)

(*r*) Report on the work of National Library, Calcutta. *Appendix A* (*r*)

(*s*) Report on the work done in connection with the preparation of Scientific Terminology in Hindi and propagation and development of Hindi. *Appendix A* (*s*) (*t*) Report on the activities in the field of Youth Welfare. *Appendix A* (*t*)

IV. (*i*) To consider the reports from the Government of India and the State Governments about the action taken on the recommendations of the Board at its 20th Meeting. *Appendix B* (*i*)

(*ii*) To consider the reports from the Government of India and the State Governments about the action taken on the recommendations of the Board at its 21st Meeting. *Appendix B* (*ii*)

V. To receive the Report of the Conference of University Teachers of Economics regarding the teaching of Economics in the universities. *Appendix C*

VI. To receive the Report of the Conference of University Teachers of History regarding the teaching of History in the universities. *Appendix D*

VII. To consider the desirability of introducing Basic education in Anglo-Indian and Convent Schools and similar other institutions. *Appendix E*

VIII. To consider the desirability of prescribing maximum qualifications and maximum age limits for entry into different grades of government services so as to check the tendency to drift into colleges and universities for the sake of securing jobs. *Appendix F*

IX. To receive the Report of the International Team on Teachers and Curricula in Secondary Schools. *Appendix G*

X. To consider the desirability of establishing parity of standard in schools in different States. *Appendix H*

XI. To consider the question of formulating syllabuses for Higher Secondary schools and Pre-University class. *Appendix J*

XII. To consider the desirability of inclusion of Gandhian Philosophy and Ways of Life in the curricula of High schools and University stage. *Appendix K*

XIII. To consider the desirability of establishing a separate Advisory Committee on Basic Education as a Standing Committee of the Central Advisory Board of Education. *Appendix L*

XIV. To fix the venue of the next meeting of the Board.

ANNEXURE C.

Sub-Committee Appointed in Connection with Item X of the Agenda.

1. Shri Avinashilingam Chettiar.
2. Shri J. C. Mathur.
3. Dr. B. Prasad.
4. Shri B. N. Jha.
5. Shri Madhava Rao.

APPENDIX A (I)

MEMORANDUM ON ITEM NO. III (A) (I) OF AGENDA

Subject :—Report on the Progress of Educational Development Plans implemented by the Government of India.

Government of India Merit Scholarships in Public Schools

In order to make available the benefits of a Public School education to poor but meritorious students who would otherwise have been unable to secure them, the Government of India instituted in 1953 a scheme of scholarships tenable at schools which are members of the Indian Public Schools Conference. The awards, that are made on an all-India basis are open to all children in the age group 5+ to 11+, with a 17½ per cent reservation for children belonging to Scheduled Castes, Scheduled Tribes and Other Backward Classes. The scholarship once awarded shall be continued, subject to satisfactory progress until the scholars complete their school leaving examination courses. The value of each scholarship shall depend upon the income of parents/guardian, and in suitable cases will also cover the clothing expenses and pocket money of the scholar.

2. For the academic year 1953-54, 57 candidates were selected out of over 1,000 applicants ; of the selected candidates, 11 are from Scheduled Castes, Scheduled Tribes and Other Backward Classes. All except three have availed themselves of the scholarships awarded and joined the schools to which they were nominated. A sum of Rs. 32,355/- was spent on these scholarships during 1953-54.

3. As a result of an informal conference convened by this Ministry in March, 1954, and attended by the Directors of Public Instruction of various States, the Headmasters of the various Public Schools and the Officers of the Psychological Research Wing of the Defence Ministry to review the working of the scheme, it was decided to liberalise the scheme in some details, e.g., by the provision of a clothing allowance for children of parents whose income is less than Rs. 250/-, and the provision of travelling allowance to cover the cost of the child's journey to and from the school. Selection for the current year's awards, that will be made under the liberalised scheme, as well as for the scholarships which, at the suggestion of this Ministry, some Public Schools (given below) had instituted more or less on the same lines

as the Government of India scholarships and for which they requested this Ministry to make selections, is now under way. The names of the selected candidates were announced by the end of December, 1954.

	Name of School.	No. of Scholarships Instituted.
1.	Lawrence School, Sanawar ...	16
2.	Lawrence School, Lovedale ...	6
3.	M. G. D. Girls' Public School, Jaipur	2
4.	Daly College, Indore	1
5.	Rajkumar College, Rajkot ...	1
6.	Mayo College, Ajmer	16 (4 half-freeships and 12 quarter-freeships).

4. A budget provision of Rs. 2 lakhs exists for this scheme for 1954-55 and a provision of Rs. 3,25,000 has been made in the budget estimates for the year 1955-56. This will progressively increase each year by about Rs. 1.0 lakh until in the 10th year of the operation of the scheme the expenditure is expected to be Rs. 10.0 lakhs.

Research Scholarship in Humanities

The University Education Commission in their report drew the attention of the Government of India to the marked trend to shift from the Arts to Natural Sciences, particularly among the better class of students and the dangers to the community of an unbalanced development of material knowledge, power and energy, with a more or less complete absence of wide-spread influences of the humanities, especially in a period of crisis and conflict. In order to remedy these defects and to secure an uninterrupted supply of young workers, infused with the right attitude and bias for study in the Humanities, the Government of India instituted in 1953 this scheme for the award of Research Scholarships.

2. The scheme envisages the award of not more than 100 scholarships annually during 1953 and 1954, each of the value of Rs. 200/- per mensem, to First Class M.A.'s, (or persons holding an equivalent degree) for doing higher research in any branch of the Humanities at a university or an approved research centre. The scholarships are normally tenable for a period of two years

but may in exceptional cases be extended to three years. The selections are made on the recommendations of an *ad hoc* Selection Committee appointed by the Government of India.

3. The scheme was approved by the Government in August, 1953, and applications for the first batch of scholarships under the scheme were invited in September, 1953. Out of about 500 applicants, 27 candidates were finally awarded scholarships with effect from January, 1954. As the scheme was approved late in the year and as only 27 candidates were found suitable for scholarships as against 100 provided for, a sum of Rs. 9,992/- only was spent during 1953-54.

4. A provision of Rs. 5 lakhs exists in the current year's budget of the Government of India for expenditure on this Scheme and a sum of Rs. 3,60,000/- has been provided for in the next financial year.

5. For the second batch of awards under the scheme, 192 applications were received and, as recommended by the Selection Committee set up by the Government under the chairmanship of Sardar K. M. Panikkar, scholarships have been offered to 51 candidates.

6. The scheme has been sanctioned as an experimental measure for three years and provides for the selection of two batches of scholars. A special Committee will be set up by this Ministry in 1955 and on the basis of their recommendations it will be decided whether the scheme should be continued and, if so, with what modifications.

Scholarships to Young Workers in Different Cultural Fields

1. For the first awards under the scheme about 2,000 applications were received in October, 1953. The Selection Committee set up by the Government for the purpose under the Chairmanship of Mr. Justice P.V. Rajamannar, Chairman, Sangeet Natak Akadami, recommended 49 candidates for scholarships. The names of the selected applicants were announced on 9-11-54 and formal letters offering scholarships were issued.

2. A provision of Rs. 3 lakhs exists in the current year's budget of the Government of India for expenditure on the scheme. A sum of Rs. 3,50,000 has been provided for in the next financial year.

3. A special committee will be set up by this Ministry sometime in 1955 to review the progress of the scheme and assess re-

sults. On the basis of the committee's recommendations, the question whether the scheme should be continued and if so, with modifications, will be decided.

Development of Cultural Activities

During the year 1954-55, a sum of Rs. 10,00,000/- has been provided for the development of cultural activities. It has been the firm belief of the Government that through the medium of cultural relations with foreign countries much can be achieved in the way of promotion of mutual understanding and goodwill between India and foreign countries. With this aim in view, the Government have undertaken a number of activities. The more important of these are :—

1. Sending of delegates to International Congresses and Conferences or assisting individuals to go and attend such conferences.

2. Sending of cultural lecturers abroad : Dr. A. S. Altekar Head of the Department of Indian History and Ancient Culture, Patna University was deputed on a lecture tour of the British West Indies, British Guiana and Jamaica.

3. Grants to educational and cultural institutions abroad.

4. An Indian Artists' Delegation was sent to the U. S. S. R. on an invitation from that Government.

5. A student-cum-teachers' delegation from an Indian university was helped in going to the U. S. S. R.

6 A cultural delegation of Artists from the Republic of China has been invited to tour India.

7. Assistance was also given to enable parties of Indian dancers to visit foreign countries.

8. Hockey and football teams were sent to Afghanistan to participate in the Afghan Jashan Day Celebrations. Sports teams from other countries are also being helped financially in order to play against Indian teams in various cities in India.

9. To spread knowledge about India, books on Indian history, culture, religion, art, literature, philosophy and other subjects were presented to foreign institutions, libraries, schools and other dignitories.

Proposals for the promotion of education in places where a large percentage of Indians is settled and the encouragement of the study of Hindi in those places are also under consideration of the Government. The Government also intend to send cultural lecturers to these places and also present sets of selected books on Indian history, culture, art, language, literature, etc., to a number of important libraries in foreign countries.

Financial Assistance to Eminent Writers and Artists in Indigent Circumstances

In order to encourage the development of literature and art in the country, the Government of India have decided to provide funds each year from which a suitable allowance and/or a lump sum grant can be made to persons, distinguished, in letters, art and such other walks of life, who may be in indigent circumstances.

The scheme is meant for the benefit of only those persons who have made substantial contribution to the field of literature, art or such other fields and who are really in indigent circumstances.

A budget provision of Rs. 1,00,000/- was made each year during 952-53 and 1953-54. During the current financial year there exists a budget provision of Rs. 1,50,000/-.

So far financial assistance has been given to about 80 persons.

Academy of Dance, Drama and Music, Academy of Letters and Academy of Arts

In 1944, the Government of India accepted, in principle, a proposal of the Royal Asiatic Society of Bengal (as it was then called) that a National Cultural Trust should be set up to encourage cultural activities in all fields. The Trust was to include three Academies—one in Letters, one in the Visual Arts and one for Dance, Drama and Music. After the National Government was established in 1947, three Conferences were convened to work out in detail the implications of this proposal. The Conference agreed about the need for the Academies but felt that, since a National Government had now been established, it was not necessary to set up a National Trust. Steps could, however, be taken to set up the Academies as autonomous bodies and provide them with the funds necessary for their work. The Government of India accepted this recommendation.

Academy of Dance Drama, and Music was accordingly set up in 1953 under the name " Sangeet Natak Akadami ". Similarly the Academy of Letters was set up under the title 'Sahitya Akadami' in March this year. The Academy of Arts under the name 'Lalit Kala Akadami' was set up in August last and with its establishment the programme for the establishment of the National Cultural Trust is now complete.

Academy of Hindustani Music

Nothing tangible has been done in setting up the Academy of Hindustani Music. The Government of India is still in negotiation with the Government of Uttar Pradesh and other State Governments regarding this matter.

Academy of Karnatak Music

The matter has been closed as the question of setting up the Academy has not found favour with the Government of Madras.

Acquisition of Art Objects

In 1953-54 a sum of Rs. 51,000/- approximately was spent for the purchase of art objects and a sum of Rs. 1,28,500/- was contributed to the National Art Treasures Fund. A provision of Rs. 5 lakhs exists in the current year's budget for the purchase of contemporary and old art objects and for contribution to the National Art Treasures Fund.

National Gallery of Modern Art

In order to preserve the work of contemporary art of the country, the Government of India have set up a National Gallery of Modern Art in Jaipur House, New Delhi. It was formally opened on the 29th March, 1954, by Dr. S. Radhakrishnan, the Vice-President of the Indian Republic.

Indian Council for Cultural Relations

There is a provision of Rs. 2.5 lakhs in the current year's budget for the Indian Council for Cultural Relations (I. C. C. R.) out of which a grant of Rs. 2 lakhs has already been paid to the Council. There has been steady progress in the activities of the Council during the year and special mention may be made of the following:

(1) The Students' Service Unit of the Council organised a very successful educational-*cum*-recreational Summer camp for foreign students in Kodaikanal. The camp was attended by students coming from 16 different countries abroad who are now studying in India.

(2) Mr. E. M. Mtopuka, a well-known journalist from Central Africa, has been invited to India by the Council on a six-month scholarship to study journalism.

(3) Dr. Suniti Kumar Chatterjee, Chairman, West Bengal Legislative Council and a well-known anthropologist and philologist has recently undertaken a successful cultural tour of West Africa (Gold Coast, Nigeria and Liberia) under the auspices of the Council.

(4) Two cultural lecturers, Sarvashree S. D. Dixit and Mahatam Singh, have been sent to Trinidad, British West Indies, for teaching Hindi to the Indian community there.

(5) The Council has sanctioned a grant of Rs. 25,000/- to the Ramakrishna Mission Society, Rangoon, for its cultural activities.

Maulana Abul Kalam Azad, Minister for Education, has been re-nominated as the President of the I. C. C. R. by the Government of India for a period of three years.

Direct Grants to Public Schools

The Government of India decided in 1953, in accordance with the recommendation of the Secondary Education Commission's report (p 51) that "State or Central Assistance should be given to them (public schools) on a gradually diminishing scale, till at the end of that period (five years) they will either become self-supporting or will close down, if adequate public support is not forthcoming. But the State or the Centre may provide for certain free studentships for public schools to be given on the basis of selection".

The Government of India have therefore decided (1) to institute a scheme of merit scholarships in these schools and (2) to make certain *ad-hoc* grants to public schools, where there is enough justification or there is a commitment on the part of the Government.

With regard to (1) above, information is given separately. Regarding (2), in 1953-54, the Mayo College, Ajmer and the M. G. D. Girls Public School, Jaipur, were given *ad-hoc* grant-in-aid to the extent of Rs. 50,000 and Rs. 22,000 respectively.

During the current year, a budget provision of Rs. 3,00,000 exists for the purpose. An *ad-hoc* grant of Rs. 25,000 has been given to the Doon School, Dehra Dun so far. The grants to the public schools are not given as a matter of course and in no case to schools which are able to meet their expenses. A detailed scrutiny of the audited accounts of the schools is made and no grant is paid if Government are not convinced that there is enough justification for the grant. Moreover a grant is given usually on 'half the deficit' basis on the understanding that the school will raise the necessary amount to cover the balance of the deficit and also that it will take steps to wipe out its recurring deficit within a few years.

APPENDIX A (II)

MEMORANDUM ON ITEM NO. III (A) (II) OF AGENDA

Subject:—Report on the Five-Year Plan of Educational Development in Basic, Secondary and Social education.

Scheme No. 1

The general purpose underlying the Intensive Educational Development Scheme is to work out, under favourable conditions, the whole idea of Basic education from the Primary to Post-graduate (Training) level, to develop suitable techniques of work experimentally and by associating with it a comprehensive programme of Social education, to study their impact on the total life of the local community. All the institutions under this scheme will be located in one small compact area so that their activities could be coordinated with one another and they could be developed as a coherent whole. This will provide in each State a centre of progressive education and research through which improved methods and techniques of work as well as material of instruction could be made available to the other Basic and Social educational institutions.

The scheme comprises the following sub-schemes :

(*i*) (*a*) A Post-Graduate Training College for the staff of Basic Training College and the administrative personnel.

(*ii*) (*a*) A Basic Training College for Primary (Junior Basic) school teachers.

(*b*) Two Junior Basic schools for practice and demonstration.

(*iii*) Five Model Community Centres.

(*iv*) An Integrated Library Service.

(*v*) Janata College.

(*vi*) Improvement of Basic and Primary schools.

Financial assistance was offered to the State Governments to the extent of 66 per cent on non-recurring and 60 to 33⅓ per cent (on a sliding scale) on the recurring expenditure for setting up and improvement of the above institutions.

The scheme was started in some states in 1952-53 during which year sanctions were issued to 26 states, but only 10 states could implement the scheme (Annexure I). In 1953-54, grants were sanctioned to 14 states (Annexure II). During the current year proposals have so far been received from 26 states, out of which sanctions have been issued in favour of 21 states (Annexure III). The total amount sanctioned on this scheme so far is given below year-wise :—

Year		*Amount*
1952-53	... ...	Rs. 33,27,522
1953-54	... ...	Rs. 25,79,917
1954-55 (up to 16-11-54)	... ...	Rs. 43,08,537

It is not, therefore, possible to form a precise idea of the progress achieved under the scheme as many State Governments have yet to send in their progress reports.

ANNEXURE 1.

SCHEME No. 1.

Grants Sanctioned to Various State Governments in 1952-53.

Name of the State	Amount sanctioned	Amount utilised
	Rs.	Rs.
Part 'A' States		
Assam	3,10,111	66,000
Bihar	2,10,336	2,10,336
Bombay	64,893	64,893
Madhya Pradesh	47,520	...
Madras	58,369	58,369
Orissa	1,72,955	34,650
Punjab	18,150	9,900
Uttar Pradesh	3,96,838	...
West Bengal	3,84,205	38,597
Part 'B' States		
Hyderabad	30,114	...
Madhya Bharat	1,65,153	...
Mysore	62,064	...
Pepsu	10,988	...
Rajasthan	74,481	...
Saurashtra	2,38,920	...
Travancore-Cochin	44,346	40,840
Part 'C' States		
Ajmer	66,576	...
Bhopal	1,98,000	...
Bilaspur	94,915	29,788
Coorg	89,532	...
Delhi	2,60,760	...
Himachal Pradesh	17,460	13,260
Kutch	8,034	...
Manipur	12,500	...
Tripura	1,56,610	...
Vindhya Pradesh	1,33,692	54,604
Total	33,27,522	6,21,237

ANNEXURE II

SCHEME No. 1

Grants Sanctioned to Various State Governments during 1953-54

Name of the State	Amount sanctioned	Amount utilised
Part 'A' States	Rs.	Rs.
Assam	72,124	*
Bihar	3,63,808	3,34,911
Madras	1,20,000	66,000
Uttar Pradesh	7,36,855	**
West Bengal	4,78,336	*
Part 'B' States		
Madhya Bharat	56,510	39,086
Pepsu	42,728	**
Rajasthan	2,49,969	1,80,098
Part 'C' States		
Andaman & Nicobar Islands	14,500	***
Bhopal	77,261	*
Bilaspur	2,23,826	**
Coorg	80,140	*
Kutch	2,000	1,502
Tripura	61,860	40.204
Total	25,79,917	6,61,801

* Amount not utilised.
** Implemented but utilisation figures not indicated.
*** Information not available.

ANNEXURE III

SCHEME No. 1

Grants Sanctioned to Various State Governments during 1954-55 (up to 16-11-54)

Name of the State	Amount sanctioned
	Rs.
Part 'A' States	
Assam	2,72,523
Bihar	3,61,423
Bombay	3,97,764
Madhya Pradesh	4,01,104
Madras	1,61,282
Orissa	1,77,158
Punjab	4,10,817
Uttar Pradesh	3,21,453
West Bengal	3,84,723
Part 'B' States	
Hyderabad	67,294
Madhya Bharat	54,962
Mysore	43,183
Pepsu	67,320
Rajasthan	3,13,775
Saurashtra	2,33,511
Part 'C' States	
Ajmer	8,082
Bhopal	2,66,017
Coorg	86,321
Delhi	1,65,611
Himachal Pradesh	12,268
Vindhya Pradesh	1,01,946
Total	43,08,537

SCHEME No. 3 (b)—Production of Suitable Literature for Children and Adults.

Under this scheme the Ministry intend to stimulate the production of greater volume and better quality of literature for adults and children.

1. The various items for adult literature are as follows :—

(*a*) Reproduction in regional languages of the adult education pamphlets in Hindi which have been published by the Idara Talim-o-Taraqqi, Jamia Millia Islamia, Delhi, under a scheme sponsored by this Ministry in 1950.

(*b*) The Central Government will meet 50 per cent of the cost of publications distributed free of cost and 50 per cent of the subsidy in the event of the publications being priced below cost.

Detailes of the amount sanctioned during 1953-54 and 1954-55 are as follows :—

States.	Item approved.	Amount sanctioned.
	1953-54	
		Rs.
West Bengal	(*i*) For the publication of eight books	21,500
	(*ii*) „ „ „ an album of representative paintings	7,500
Travancore-Cochin	For the publication of 14 books for children and four books for adults.	12,500
	1954-55	
Assam	Two books for Basic education...	4,000
	„ „ Social education	
Bihar	Six books	4,800
Bhopal	Four books for Adult education	10,000
	„ „ „ „ children (11-14 age group)	
	„ „ „ „ „ (6-11 age group)	
Delhi	Five books	7,500
Madhya Pradesh	12 books in Hindi literature and 12 books in Marathi... ...	23,079
Saurashtra (*a*)	Weekly adult bulletin	3,005
	Prizes to authors of children's literature	
	„ „ „ adult literature	
(*b*)	Preparation and publication in Hindi of the following three books :— (*i*) History of India. (*ii*) History of the World. (*iii*) Story of Life.	
West Bengal	Publication of an album of representative paintings	7,500

LITERARY WORKSHOPS

(*c*) The Government of India with the cooperation of Ford Foundation organised four Literary Workshops for the four zones of India—for Northern India at Alipur (Delhi), for Western India at Panhala (near Kolhapur in Bombay State), for Southern India at Mysore and for Eastern India at Santiniketan. At the Literary Workshops the candidates were given training in the art of simple writing for neo-literates. The following statement gives the more important information about the four Workshops :—

Name of Workshop.	Dates on which organised.	No. of candidates trained.	No. of manuscripts produced & languages in which they were produced.	States from which candidates were trained.	Name of Director of the Workshop and remuneration paid to him.
Alipur ...	1-8-53 to 31-8-53	24	24 in Hindi and Punjabi.	Bihar, Punjab U. P., Delhi, & Himachal Pradesh.	Mr. Mushtaq Ahmed Rs. 700/.
Mysore ...	15-1-54 to 14-2-54.	23	Produced 143 pieces in the forms of cards, folders & books. For neo-literates in the 1st stage 54 cards, 38 folders and 13 books were prepared, for the 2nd stage 12 books were prepared and for the 3rd stage 26 books were prepared. These were produced in Tamil, Telugu, Kannada, and Malayalam.	Madras, Andhara, Hyderabad, Coorg, Mysore & Travancore-Cochin.	Shri T. Madiah Gowda, Information not received.
Panhala ...	15-2-54 to 14-3-54.	23	23 (Each trainee composed a manuscript of about 4,000, words) in Hindi, Gujrati, Marathi.	Bombay, Madhya Bharat, Madhya Pradesh, Saurashtra, Rajasthan & Vindhya Pradesh.	Acharya, S. J. Bhagwat Rs. 700/-
Santiniketan	7-6-54 to 6-7-54	21	21 in Assamese, Bengali & Oriya.	Assam, Orissa, West Bengal, Manipur & Tripura.	Prof. Priya Ranjan Sen. Rs. 1,000/-

Some of the really good manuscripts written by the trainees at the Workshops are being published either out of the funds provided by the Ford Foundation or under the Ministry's programme of Publication of Social Education literature.

These books will cater to adults who have not gone beyond the VIII standard and will present them with broad principles on the development of life and of man in an interesting manner.

(*c*) Early this year the Ministry set up a Folk Literature Committee to encourage suitable literature for neo-literates in the various regional languages of the country. In March, 1954 authors and publishers were asked to submit books for a prize-competition. It was decided that the Ministry will give 35 prizes of Rs. 500/- each, and out of these five books will be awarded a further prize of Rs. 500/- each. The 35 prizes were announced on 2-10-54.

The Ministry will supply 1,000 copies of each of the prize-winning books to Community Projects. The Development Commissioners have been requested to purchase copies of approved books. During 1954-55, the scheme will cost Rs. 1 lakh.

(*d*) In order to place the writing of books for neo-literates on a scientific basis, a vocabulary research unit for the Delhi area was set up in February, 1954 as a pilot project. The unit has by this time compiled a list of proverbs and listed about 200 words in order of frequency.

The cost of the project in 1954-55 will come Rs. 13,500/-.

(*e*) Besides the above schemes, the Ministry has also under preparation a popular Encyclopaedia for adults who have read up to the VIII standard. The first volume of the Encyclopaedia will be brought out during the current year. The work on second volume has already begun. This scheme has cost so far Rs. 15,000/-.

(*f*) The programme of publication of Social education literature in Hindi, which the Government of India started in March, 1950 through the agency of Idara Talim-o-Taraqqi, Jamia Millia, New Delhi is continuing. Nearly 170 pamphlets have been brought out so far under this scheme. These pamphlets, which are being sent to the State Governments for free distribution amongst the Social Education Centres and other educational institutions, have been well received and have proved useful reading material for neo-literates. The programme has cost so far Rs. 2,75,000/-.

The publication of any manuscript produced at the Workshops, cannot be construed as 'maintaining contact' with the trainees. It is assumed that the copyright of the literature produced at the Literary Workshops belongs to the Government of India. No formal or informal permission of the writers is therefore considered necessary, should it be decided to make use of a literary product of a Workshop

The Directors of the Literary Workshops were nominated by the Ministry. In doing so their past services in the field of literature for adults or their mastery of the technique of writing for neo-literates and their knowledge of Adult education problems was the paramount consideration.

The trainees were paid a stipend of Rs. 100/- each besides single second class return fare.

The part played by the State Governments in the organisation of Literary Workshops consisted in suggesting names of suitable persons who could be taken as trainees in the Workshops. The expenditure for the organisation of the Workshops has been borne by the Ford Foundation. It came to Rs. 10,000 to Rs. 14,000/-per Workshop. The duration of each Workshop was about one month. There is no plan at present of repeating these workshops for literature for neo-literate adults. But the idea of having Literary Workshops for children's literature is being informally mooted in the Ministry.

II. The various items for children's literature are as follows :—

(*a*) The production of children's literature is also included under I (*a*) above.

(*b*) With a view to indicate the desirable standard of production of children's books the Ministry have taken upon themselves to produce some children's books. The following books are under preparation :—

1. Indian Shipping—in cooperation with Toy Carts.
2. A story book for children.
3. *Baune ki kheti.*

(*c*) To increase the volume of children's literature and to feed libraries coming up in the country, this Ministry has undertaken to produce directly a large number of well-written and attractive children's books in Hindi on a variety of themes. This scheme is being implemented through the agency of Maktaba Jamia who have been entrusted with the work of publishing 25 graded books this year at a total cost of Rs. 62,000.

(*d*) In order to elicit the cooperation of authors and publishers into cooperation in the scheme for the production of child-

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II. The various items for children's literature are as follows :—

(*a*) The production of children's literature is also included under I (*a*) above.

(*b*) With a view to indicate the desirable standard of production of children's books the Ministry have taken upon themselves to produce some children's books. The following books are under preparation :—

1. Indian Shipping—in cooperation with Toy Carts.
2. A story book for children.
3. *Baune ki kheti.*

(*c*) To increase the volume of children's literature and to feed libraries coming up in the country, this Ministry has undertaken to produce directly a large number of well-written and attractive children's books in Hindi on a variety of themes. This scheme is being implemented through the agency of Maktaba Jamia who have been entrusted with the work of publishing 25 graded books this year at a total cost of Rs. 62,000.

(*d*) In order to elicit the cooperation of authors and publishers into cooperation in the scheme for the production of children's literature in the various regional languages of India, a prize scheme was announced and worked with the cooperation of the States. The State Governments were requested to invite entries for a competition and select and submit six best books in their regional languages for consideration for the award of prizes.

Selections of 20 books from these for the award of prizes of Rs. 500/-each have been made. 2,000 copies of each prize-winning book will be purchased by the Government of India for distribution to schools and libraries in the various regions, covered by the languages of the prize-winning books.

A similar competition will be announced shortly for the next year.

SCHEME No. 4 of the First Five-Year Plan of Educational Development.

Under Scheme No. 4 grants are given to State Governments for cultural and educational improvements and experiments. The Scheme comprises the following sub-schemes:

(*a*) Development of some selected Primary schools as Schools-cum-Community Centres.

(*b*) Improvement of Selected Secondary Schools.

(*c*) Improvement of Library Service.

(*d*) Training of Teachers and Workers in the field of Social Education.

(*e*) Developing Agencies of Informal Education.

(*f*) Developing Agencies of Pre-school Education.

(*g*) Establishment of Urban Basic Schools.

Financial assistance is given to the State Governments to the extent of 66 per cent on non-recurring expenditure, and on the recurring expenditure, the Government of India's share was 60 per cent in 1952-53 and 1953-54, is 50 per cent in the current year and will be 33⅓ in 1955-56. During 1952-53, grants were given to 15 States, but only six States could implement the Scheme. During 1954-55 Central assistance was given to 15 States. During the current year proposals were received from 24 States, out of which sanctions have been issued to 23 States.

Details of amounts disbursed under the Scheme in three years is given in the statement attached (Annexure IV).

As many State Governments have not sent us their progress reports on the Scheme, it is not possible to say how far the Scheme has been actually implemented.

ANNEXURE IV

SCHEME No. 4.

Grants paid to State Governments during 1952-55 (upto November 1954).

State.	1952-53.		1953-54.		1954-55. Sanctioned upto Nov. 1954.
	Sanctioned	Utilised.	Sanctioned	Utilised.	
		Part 'A' States.			
	Rs.	Rs.	Rs.	Rs.	Rs.
Andhra	...	...	...	...	1,29,556
Assam	56,100	...	...	...	1,70,782
Bihar	85,800	85,800	2,16,297	Utilised	2,63,831
Bombay	2,60,840	***	...	...	93,926
Madhya Pradesh	58,080	***	3,27,700	*	8,38,108
Madras	6,51,777	6,51,777	...	...	22,823
Orissa	56,562	***	...	...	34,697
Punjab	1,45,200	66,000	40,236	46,280	63,349
U. P.	...	...	5,72,220	5,72,220	5,77,830
West Bengal	1,96,680	38,597	4,60,200	*	6,48,601
		Part 'B' States.			
Hyderabad	...	...	...	...	No proposal.
Jammu & Kashmir	...	...	...	...	No proposal.
Madhya Bharat	...	...	32,316	39,093 @	4,320
Mysore	46,454	***	...	...	8,259
Pepsu	...	...	20,921	**	8,316
Rajasthan	82,500	***	2,36,500	**	4,94,445
Saurashtra	...	...	46,020	**	2,11,134
Travancore-Cochin	52,800	39,600	...	...	27,234
		Part 'C' States.			
Ajmer	...	...	...	...	8,425
A. & N. Islands	...	...	...	...	No proposal.
Bhopal	...	...	57,177	**	90,414
Bilaspur	1,00,000	34,553	13,720	*	...
Coorg	23,661	*	19,395	*	15,730
Delhi	3,15,384	*	...	...	14,367
Himachal Pradesh	...	...	...	...	No proposal.
Kutch	...	...	5,000	2,617	8,300
Manipur	15,000	*	39,213	17,453	23,254
Tripura	...	...	...	...	Under Exam.
Vindhya Pradesh	...	...	3,14,952	...	3,70,589
Total	21,46,838	9,16,327	24,01,867	6,77,663	32,89,295

* Amount not utilised.
** Utilisation not indicated.
*** Information not available.

@ Expenditure more than sanction.

SCHEME NO. 6

This scheme relates to grants to voluntary organisations doi important educational or cultural work of the enduring nature i the following fields of education :—

1. Basic education.
2. Social education.
3. Nursery education.
4. Juvenile Delinquency.
5. Vocational and educational guidance.

I. 1952-53 : The Scheme formed part of Scheme No. 4, during 1952-53 and a sum of Rs. 1,21,900 was sanctioned in favour of voluntary organisations.

II. 1953-54. During this year the scope of Scheme No. 4 was enlarged and it was christened as Scheme No. 6. A sum of Rs. 15,99,010/- was sanctioned in favour of various institutions. Out of the above sum, only Rs. 5,42,207/- were paid (by way of instalments). It may be mentioned that where a substantial grant is sanctioned in favour of an institution, the grant is paid in instalments. The institutions which were paid first instalments during 1953-54 are now coming up for the release of the balance amount during the current year. The above amount also includes some sanctions which could not be released during the year under review due to non-fulfilment of certain prescribed conditions by the institutions concerned.

III. 1954-55 : During 1954-55 up to 24th November, 1954, a sum of Rs. 6,60,878/- has been sanctioned to various institutions. Out of this a sum of Rs. 4,47,319/- has been paid by way of instalments. A number of applications are still under examination and more applications are pouring in.

As the voluntary organisations are not conversant with the methods of work in government offices, the schemes are not sent in the form in which they should be, resulting in loss of time by way of clarifications etc. It is therefore necessary that the State Governments should forward such Schemes to Government of India after due scrutiny.

SCHEME TO RELIEVE EDUCATED UNEMPLOYMENT

Under this scheme, entitled the Scheme to Relieve Educated Unemployment, it was proposed to recruit during the year 1953-54 and 1954-55, 80,000 educated persons to work as teachers in rural areas as well as 8,000 Social education workers for urban areas. The Central Government's assistance extends to the first three years. During 1953-54 and 1954-55, the Government contributed 75 per cent of the recurring expenditure on teachers' salaries. During 1955-56, the contribution will be reduced to 50 per cent ending with 25 per cent in the next year. In addition, a non-recurring grant for school equipment @ Rs. 200/- per teacher is also given. In the field of Social education, the Government of India shares 50 per cent of the workers' salary and a contingent expenditure up to Rs. 100/- per annum.

The scheme was launched in October, 1953. A statement showing the expenditure incurred and the number of school teachers and Social education workers sanctioned so far under the scheme is attached. (Annexure V).

ANNEXURE V

Statement in regard to the Scheme for the Relief of Educated Unemployment—Showing the Amount of Grant Sanctioned as on 24th November, 1954.

States	Year 1953-54				Year 1954-55					
	No. of teachers sanctioned	No. of social education workers sanctioned	Amount of grant sanctioned (Centre's share)	Non-recurring expenditure	No. of teachers sanctioned.		No of Social workers sanctioned		Amount of grant sanctioned (Centre's share)	Non-recurring expenditure
					Continuation	Additional	Continuation	Additional		
				Part 'A' States					Rs.	Rs.
Assam	500	...	1,14,475	1,00,000	500	...	...	...	1,73,700	...
Bihar	2,500	250	11,58,334	5,00,000	2,500	...	250	...	15,20,000	...
Bombay	4,000	...	19,25,000	8,00,000	3,524	6,505	...	...	69,72,856	13,01,000
Madhya Pradesh	2,000	...	5,82,250	4,00,000	1,380	620	...	...	12,67,265	1,82,094
Madras	...	...	...	...	...	3,000	...	...	14,35,300	6,00,000
Orissa	1,200	...	2,99,400	2,40,000	1,200	1,350	...	...	8,05,275	2,70,000
Punjab	1,600	80	7,04,875	3,80,000	1,600	1,300	80	40	23,26,688	2,60,000
Uttar Pradesh	3,200	...	14,95,000	6,40,000	...	...	...	...	...	...
West Bengal	8,500	1,000	22,57,344	17,00,000	3,568	9,932	...	...	61,84,035	10,00,000
				Part 'B' States						
Hyderabad	1,500	150	7,08,750	3,00,000	1500	...	27	...	9,08,100	...
Madhya Bharat	...	...	...	...	...	700	...	115	4,42,500	1,40,000
Mysore	500	50	1,77,000	1,00,000	...	...	...	...	...	...
Pepsu	800	59	3,75,775	1,60,000	699	1,800	...	...	14,30,575	3,40,000
Rajasthan	1,000	100	4,44,600	2,00,000	1,000	...	59	...	6,07,080	...
Saurashtra	360	36	1,43,901	72,000	250	1,110	...	...	9,66,000	2,00,000
Travancore-Cochin	...	...	...	...	...	550	...	...	3,68,688	1,10,000
				Part 'C' States						
Ajmer	40	...	15,080	8,000	...	...	...	...	...	...
Bhopal	150	15	71,500	30,000	...	...	...	...	...	...
Coorg	50	...	17,500	10,000	50	10	...	...	38,000	2,000
Kutch	30	4	14,638	6,000	30	30	4	...	42,658	6,000
Manipur	50	...	22,000	10,000	50	50	...	...	50,800	10,000
Tripura	200	30	9,043	40,000	200	300	30	30	4,24,080	60,000
Vindhya Pradesh	700	34	2,45,448	1,40,000	700	1,200	34	...	9,96,494	2,40,000
TOTAL	28,880	1,808	1,08,63,300	57,76,000	18,751	30,457	484	185	2,69,60,044	34,20,004

Total number of teachers sanctioned (excluding continuations of teachers **sanctioned** in 1954-55 already sanctioned in 1953-54)	59,337 up to 24-11-54
Social Education **Workers**	1,993 up to 24-11-54
Total Grant	Rs. 3,78,23,344 up to 24-11-54

SCHEME FOR THE EXPANSION OF BASIC EDUCATION

(1) The Scheme for the Expansion of Basic Education has been formulated to enlist the cooperation of State Governments in expanding the Basic system which has been accepted as the national system of education in India. The scheme includes the following items :—

1. Opening of new Basic training institutions.
2. Conversion of existing training institutions into Basic training institutions.
3. Opening of new Basic schools.
4. Conversion of existing ordinary schools into Basic schools.
5. Training of Craft teachers.
6. Introduction of crafts in schools.
7. Preparation of teaching materials for schools.

(2) The scheme was approved by the Cabinet in May 1954.

It was decided that 75 per cent of the available resources should be reserved for the conversion of existing Primary schools into Basic schools and 25 per cent on the opening of new Basic schools. (The over-all contribution on the scheme to be borne by the Centre was fixed at 30 per cent of the total additional expenditure on the scheme.)

(3) Under this scheme, grants have so far been sanctioned to two States viz. West Bengal and Saurashtra for Rs. 1,72,800/- and Rs. 1,87,500/- respectively. The State Governments have been asked to expedite their proposals.

A complete review of the progress of the scheme would be possible when the scheme is actually implemented by States and progress reports are furnished by the State Governments.

(4) As for the year 1955-56, the State Governments have been requested to send in their proposals early duly completed in respect of all the details required under various sub-schemes as indicated in the letter, so that they could be speedily examined and necessary grants could be made available to the States in the beginning of 1955-56. They have also been asked to make necessary provision in their budget for the purpose.

Scheme No. 2 (a) : Research Projects in Secondary Education

Under this scheme, teachers' training institutions and education departments of universities are invited to undertake research on problems connected with Secondary education with the financial assistance of the Central Government while the institutions contribute their share of expenditure in the form of building, library, laboratory and other facilities available for carrying out research on approved subjects. The Central Government meets expenditure on the following items:

(*a*) Research fellowship or fellowships at Rs. 150/- p.m. (field)

(*b*) Travelling allowance for the fellows and the supervisory staff.

(*c*) Petty contingencies.

(*d*) Library books needed for the project.

(*e*) Equipment, including the laboratory.

It should also be stated that as the scheme was approved by the Government of India at the fag end of the year 1953-54, the sanction of grants-in-aid in favour of the approved projects were issued late with the result that a start could not be made on the projects last year. During 1954-55 however, grants-in-aid have been sanctioned in time and work on the approved projects is progressing satisfactorily. A statement of the projects approved under the scheme is attached.

Central Bureau of Textbook Research

The Central Bureau of Textbook Research was set up towards the end of the year 1953-54 at the Central Institute of Education at Delhi with the object of assisting in the improvement of school textbooks. More specifically the work at the Bureau includes:

(*a*) Making a critical survey of the current textbooks literature.

(*b*) Formulation of educational criteria and guiding principles for writing textbooks.

(*c*) Preparation of a comprehensive scheme of score cards, rating scales and check lists for the appraisal of textbooks.

(*d*) Preparation of model textbooks.

The Bureau will, in the first instance, concern itself with textbooks at the school level only, the four school subjects selected for investigation being Science, Hindi, History and Geography.

The Bureau has already collected and is at the moment engaged in examining information received from the State Governments in regard to the selection, preparation etc. of textbooks prescribed by them. The Bureau has also interviewed some of the well-known Indian and foreign publishers and rendered expert advice to interested agencies in the field of textbook production. The library of the Bureau is developing steadily and at present stocks about 1,500 books.

Educational and Vocational Guidance Bureau

The Government of India have set up a Bureau of Educational and Vocational Guidance in Delhi and are also assisting some of the States in organising similar bureaux.

The main functions of these guidance bureaux will be as follows :

(*i*) To provide educational guidance.

(*ii*) To provide vocational guidance.

(*iii*) To compile and publish in cooperation with other agencies concerned information of the following type :

(*a*) Occupational information, including standard descriptions of jobs, tools used, level of skill required, conditions of work, prospects of promotion and other details in regard to every trade and occupation.

(*b*) Information relating to the education and training necessary for employment in various jobs and the facilities available for such training, including location of training institutions, period and cost of training, stipends available, conditions of entry, etc.

(*c*) Information relating to short-term and long-term requirements of man-power in various trades, occupations, industries and areas.

(*d*) Information about part-time and vacation employment available for students and other young persons.

(*e*) Information regarding vocational guidance services available (Publicity pamphlets and brochures).

(*iv*) To standardize instruments for measuring intelligence aptitudes, special abilities, interests and other personality traits.

(*v*) To conduct job analysis studies,

(*vi*) To devise suitable cumulative record forms to be used in educational institutions.

(*vii*) To conduct follow-up studies.

(*viii*) To assist educational institutions in organising career information centres.

(*ix*) To organise training courses for career masters.

(*x*) To work out plans for expanding educational and vocational guidance services.

In addition to the functions listed above, the Central Bureau will also serve as a clearing house to the State Bureaux and will coordinate their work and research programmes.

A few States, such as Uttar Pradesh, Bombay and West Bengal have already got their own guidance bureaux or those working under voluntary agencies which they have been running for some time now. Owing to lack of adequate facilities and paucity of funds, however, they have not been able to expand and improve the quality of their work. Under the Central scheme of educational and vocational guidance it is also proposed to assist such States to develop and improve their existing bureaux to bring them up to the standard required at present.

The States which have already agreed to set up guidance bureaux or to avail of Central assistance to improve their existing organisations include Bihar, Bombay, Hyderabad, Madhya Pradesh, Mysore, Punjab, Saurashtra, Tripura, Uttar Pradesh and West Bengal. Proposals from the States of Bombay, Punjab and Saurashtra have been approved for grant-in-aid from the Central Government which will be paid at two-thirds of the total non-recurring and recurring expenditure.

The Central Bureau is located at the Central Institute of Education, Delhi and its present staff consists of one Director, four Counsellors, one Librarian and secretariat staff.

SCHEME No. 2 (a).

Applicant.	Purpose-Research Projects.	Amount sanctioned for 1953-54.	Amount sanctioned for 1954-55.
(1)	(2)	(3)	(4)
		Rs.	Rs.
1. Central Institute of Education, Delhi.	Building up a Social Studies curriculum.	1,400	2,400
2. Teachers' Training College, Gauhati, Assam.	A follow-up study of teachers in training.	3,400	6,600
3. Teachers' Training College, Baroda.	Educational and Vocational Guidance.	2,350	7,600
4. Secondary Training College, Belgaum.	Construction of achievement tests in all subjects taught to the 7th standard pupils.	1,200	2,275
5. Madras University, Madras.	(a) Construction of standardised intelligence tests. (b) Standardisation of some aptitude tests.	6,000	3,600
7. Training College, Trivandrum.	Achievement tests for different classes in Malyalam, English, Mathematics, Science and Geography.	1,150	2,150
7. Post-Graduate Basic Training College, Sri Ramakrishna Mission Vidyalaya, Coimbatore, Distt. Madras.	New type tests	Nil.	9,151
8. Calcutta University, Education Department.	Preparation of objective tests in History and Civics.	3,560	5,800
9. Vidya Bhawan Teachers' Training College, Udaipur, Rajasthan.	(a) Investigation into the causes of indiscipline among students. (b) The incompatibility of the present educational system with the requirements of democratic social order.	4,260	3,056
10. Teachers' Training College, Bikaner, Rajasthan.	(a) Study of influence of home and school life of children in the evolution of a new social order. (b) Evolution of a system of moral education compatible with the existence of a secular and democratic social order.	2,000	6,000
11. Central Training College, Jullundur, Punjab.	(a) Research in teaching methods, play-centred and toy-centered education. (b) Pilot project of giving complete freedom of curriculum etc., to six selected schools under a strong executive.	2,300	5,400

12. Education Department, Mysore University, Mysore.	(a) Construction and administration of interest tests and questionnaires. (b) Preparation of teachers' handbook to accompany educational film strips.	Nil.	9,624
13. A. G. Teachers' College, Ahmedabad.	(a) Wastage in Secondary Education. (b) The teaching of Mathematics	1,650	1,700
14. Brijendra Training College, Faridkot, Pepsu.	(a) Teaching of languages to age groups 6-11. (b) Preparation of vocabulary charts for children of different age groups.	Nil.	10,000
15. Government Teachers' Training College, Rewa, Vindhya Pradesh.	(a) Improvement of existing methods of teaching and devising new ones, suited to the aboriginal tribes and backward classes. (b) Preparation of a suitable curricula and syllabuses of Social education suited to the special features—History and Culture of the State.	4,700	7,557
16. Education Department Allahabad University, Allahabad.	Survey of school libraries.	4,530	5,000
17. Tilak College of Education, Poona.	Visual education project.	9,260	Under consideration
18. Education Department, Osmania University, Hyderabad.	Preparation and standardisation of tests of readings (Spelling ability) in Arithmetic for the Primary School stage.	4,760	Nil.
19. Radha Nath Training College, Cuttack, Orissa.	(a) Study and scrutiny of syllabus for English as a second language in Secondary schools. (b) Improvement of teaching of Science in schools.	3,850	950
20. University Training College, Nagpur University, Madhya Pradesh.	A predictive battery of tests for different scholastic aptitudes.	3,155	No demand has been made.

Implementation of the Recommendations of the Report of the Secondary Education Commission

The scheme prepared by the Government of India for the implementation of the recommendations of the Secondary Education Commission involves :

(*i*) Establishment of 500 multi-purpose schools, with approximately 1,000 new units of diversified courses in Science, Technology, Agriculture, Commerce, Fine Arts and Home Science.

(*ii*) Assistance to 300 other schools to improve the existing facilities for the teaching of Science.

(*iii*) Improvement of school libraries (500 multi-purpose schools and 1,500 ordinary High schools).

(*iv*) Introduction of craft in 2,000 Middle schools.

(*v*) Training of teachers.

(*vi*) Organisation of seminars, etc. and training of career masters.

Central assistance for these schemes is available at 66 per cent of the approved non-recurring and at 25 per cent of the approved recurring expenditure.

For " Agriculture " and " Home Science" Courses, separate committees have been constituted for the preparation of lists of standard equipment for different courses. The All-India Council for Technical Education would advise on the equipment, nature of courses and qualifications of staff for Technical, Commercial and Fine Arts courses.

2. The scheme has already been brought to the notice of the State Governments and some of them have sent in their proposals in accordance with the pattern laid down. The States which have so far agreed to participate in the scheme are :—

Ajmer, Andhra, Bhopal, Bihar, Bombay, Coorg, Hyderabad, Madhya Bharat, Madhya Pradesh, Madras, Punjab, Saurashtra, Tripura, Uttar Pradesh, Vindhya Pradesh, and West Bengal. Proposals from the States of Bhopal, Hyderabad, Madras, Punjab, Saurashtra, Tripura and West Bengal have been accepted and necessary grants in respect of them sanctioned.

3. State Governments and universities have been requested to reorganise the new pattern of Secondary and University education according to the recommendations of the Commission which

include *inter alia* the abolition of the Intermediate stage, the extension of the Secondary stage by one year and the institution of the three-year degree course in place of the present two-year one. A Conference of Vice-Chancellors of Universities and Chairmen of Boards of Secondary Education has been arranged for the 8th January, 1955 to consider these matters further.

Headmasters' Seminars

Encouraged by the success of the Headmasters' Seminar held at Taradevi in May-June 1953, the Government of India decided, in cooperation with the Ford Foundation, to hold during 1954-55, ten Seminars of Headmasters of Secondary schools, inspecting officers, training college teachers etc. Four seminars were held at Darjeeling, Mussoorie, Coonoor and Srinagar in May-June 1954 and four more were held in September-October 1954 in Bombay, Travancore-Cochin, Hyderabad and Rajasthan. The participants, 40 for each seminar, came from the neighbouring States and in this way, all the States were covered.

The object of these seminars was to secure active cooperation of practising teachers in the implementation of the Report of the Secondary Education Commission and in introducing the recommendations of the Secondary Education International Team. The programme of the seminars which lasted four weeks, included not only group and general discussions and formulation of specific projects but also social evenings and excursions to places of educational and cultural interest in the neighbourhood of the seminars. Moreover, the participants of the seminars had the benefit of listening to the views of prominent educationists who were invited to visit them for short periods.

The seminar afforded an opportunity to the participating headmasters to formulate projects for the improvement of Secondary education. Most of these projects are of the type that can be implemented by the headmasters themselves without any external assistance. The headmasters after having obtained this opportunity evinced great enthusiasm in the implemention of the projects thus formulated.

It has been decided that the remaining two seminars should be devoted to specialised groups, namely to the Principals of Teachers' Training colleges and the "Workshoppers", i.e. selected participants from the Workshop Seminars in Secondary education conducted by the U. S. Educational Foundation during 1953 at Patna, Jabalpur etc. The first of these seminars was held in Hyderabad for one week from the 29th November to the 5th December, 1954 and considered the question of extension courses in

Secondary Training colleges. The "Workshoppers" Seminar is scheduled to be held from the 3rd to the 14th January, 1955 at New Delhi.

The Ministry will take up in due course the question of a follow-up programme to implement the recommendations of these seminars.

A sum of $ 58,500 has been placed at the disposal of the Government of India by the Ford Foundation for the purpose of these seminars.

Rural Higher Education —The Denmark Project

The problem of Rural education has been exercising the mind of the Government of India ever since the recommendations in this behalf were made by the University Education Commission. In the course of this year, Dr. Peter Manniche, the well-known Danish educationist after touring widely and discussing with educationists in different parts of India, suggested that the experience of Denmark could be of value in the sphere of Rural education. The programme of Danish folk schools ensures that farmers and others, who receive their education at these schools, are able to find satisfactory employment in their own areas. In India, in spite of the introduction of Basic education, a drift from the rural to the urban areas is not only stopped but in some areas is actually on the increase. One of the urgent tasks for a proper pattern of Rural education would therefore be to arrest this tendency.

As a first step in the attempt to give a suitable reorientation to Rural education, the Ministry in cooperation with the Ford Foundation worked out a programme on the following lines :

A team of 18 Indian educationists, consisting of principals and prominent teachers of Rural, Basic and Social education institutions, as well as the representatives of some State Governments, such as West Bengal, Bihar, Bombay and Saurashtra, were selected for the purpose. The members of the team were persons with considerable experience in their respective fields and have been doing valuable experimental work in Rural education. The Team was in Denmark for about three months—June to September, 1954. During this period they stayed at the International Peoples' Institute, Elsinore near Copenhagen. The programme of the team included a study of the Danish social and educational systems with the object of incorporating relevant items into our own national programmes. A reasonable portion of time at the disposal of the team was devoted specifically to the study of the problems of Secondary and Adult education in rural areas. It is expected that the experience of the team gained during its stay in Denmark will prove very valuable in determining the type of institutions of Rural Higher education which would suit our requirements. The Team has since submitted its report which has been placed before the Committee on Rural Higher Education, set up by the Ministry in collaboration with the Ford Foundation.

The Committee on Rural Higher Education referred to above is designed as the first step towards tackling the vast problem of Rural Higher education. The Committee is made up as follows :

Dr. K. L. Shrimali, M. P., Convener,

Shri J. C. Mathur, I.C.S., Secretary, Education Department, Bihar, Patna.

Dr. L. H. Foster, President, Tuskegee Institute, U. S. A.

Dr. L. K. Elmhirst, Director, Darlington Hall, U. S. A.

The Committee will undertake a careful study and appraisal of promising ideas, institutions and experiments in this field; they will visit the existing institutions doing educational work at the higher level in rural areas and experimenting with the idea of developing rural universities. The objective of such a survey is to provide a basis for a sound policy in this behalf after a constructive exchange of ideas with knowledgeable persons for determining what specific projects and institutions should be encouraged to carry on experimental work for this purpose. The Committee met in November at New Delhi and after preliminary discussions proceeded on tour to visit selected institutions. The Committee is expected to submit its report by the end of January, 1955.

APPENDIX A (B) (I)

MEMORANDUM ON ITEM III (B) (I) OF AGENDA

Subject :—Reports on the progress of the Educational Development Plans implemented by the State Governments

The following is a brief record of the progress made in regard to educational development plans in the States during 1953-54 :

AJMER

The number of Basic schools was increased from 215 to 255 and 3,778 more children were brought under Basic education. Expenditure on Basic education during 1953-54 was Rs. 11,26,483/-.

Three Middle schools and three High schools were opened. Hindi and Mathematics courses were introduced in the post-graduate classes of the Government college.

Ninety Social education centres were opened with 100 literary classes and 12,948 more adults were brought under Social education. Forty libraries and 146 reading rooms were opened. Twelve training camps were also organised during the year. Two hundred and twelve cinema shows and 32 exhibitions were also arranged. Total expenditure on Social education amounts to Rs. 2,06,500/-.

Some preliminary work was done towards the nationalisation of textbooks and selection of suitable books was made for the purpose.

One Girls Senior Division Unit of the N. C. C. consisting of one lady officer and 30 girl cadets was started. Scholarships of various categories worth about Rs. 1,30,000/- were also awarded to Scheduled Castes etc.

ANDHRA

The modified scheme of Elementary education was introduced but had to be abandoned owing to agitation by the general public. The State Government, however, appointed an Elementary Education Committee to advise as to the best type of Elementary education that may be adopted and the best manner in which its quality may be improved and popularised in the State. The recommendations of the Committee are under consideration of the State Government.

The Government have adopted the policy of developing compact Basic areas around each Basic Training school. Many of the compact areas already have 30 such schools which is the minimum number prescribed. Existing Elementary schools in the area would be converted into Basic schools and new schools to be opened would be only Basic schools. Re-training courses in Basic education are being conducted to convert ordinary Training schools into Basic Training schools and Elementary schools into Basic schools. Two hundred and ninety eight Primary schools were opened during the year at the cost of Rs. 18.79 lakhs. Spinning is the main craft in Basic schools. Per-capita monthly net earnings expected through craft work in the Basic schools and the Basic Training schools have been prescribed.

Ten craft equipment stores have been opened for the supply of craft equipment to Basic schools (under private and public management) and also to Government Basic Training schools.

Regional Basic education conferences are held annually to provide opportunities to members of the staff of Basic Training schools and inspecting and administrative staff to meet, review their work, discuss problems and formulate plans for their development.

Schemes under the State's Five-Year Plan

(1) *Primary Education including Basic Education*

Up to 1953-54, 602 schools against the target of 1,592 schools for the Plan period have been opened. Expenditure for the period amounted to Rs. 11.49 lakhs against an amount of Rs. 36.10 lakhs originally provided for in the Plan.

(2) *University Education—Maintenance of the Engineering Colleges, Anantapura and Kakinada.*

Five hundred and eighty-five students have been admitted against the target figure of 960 included in the Plan. B. E. (Civil), B. E. (Mechanical) and B. E. (Electrical) courses have been opened. Expenditure during the period amounted to Rs. 6.77 lakhs as against Rs. 8.69 lakhs provided for in the Plan.

(3) *Special Schools—Training (including Basic) of Teachers*

Seven Schools have been opened against the target of 14 schools for the Plan period. Expenditure during the period was estimated at Rs. 10.34 lakhs as against Rs. 6.67 provided for in the Plan. The excess is due to the maintenance of 12 Basic Training schools opened in 1950-51 which are also included in the Plan.

(4) *Scheme No. 4—Adult Education*

Up to the end of 1953-54, 1,770 Adult Literacy schools had been opened against the target of 2,700 included in the Plan. Expenditure estimated for the period was Rs. 5.13 lakhs as against Rs. 5.41 lakhs provided for in the Plan.

(5) *Special Schools for Defective Children*

The two schools provided in the Plan have been opened,

ASSAM

The Assam Primary Education Board has enlarged its activities in some new areas by taking over more venture schools. The study of Hindi was introduced in 130 more Secondary schools. A social service scheme making it compulsory for the students of High and M. E. schools to take up social work on Saturdays was implemented. Ten graduate teachers were deputed to the Patna Training College for advanced courses in Secondary education.

In the five Basic Training Centres established under the State Sector of the Five-Year Plan, 600 teachers have been trained. These teachers have been appointed in 268 Basic schools.

Eight hundred Social education centres and 400 village libraries were set up under the Social education scheme. For lack of funds the State Governments have not been able to cope with the demand for more schools for girls especially in the rural areas. Full facilities for teaching Hindi, needle-work and weaving in nearly all the girls' High schools are being provided. Two teachers were deputed to Adyar for Montessori Training.

Assam Government's Scheme under the Five-Year Plan

Items of Expenditure	Plan provision	Expenditure up to 31-3-54
	Rs.	Rs.
(1) Committee of experts for preparation and publication of textbooks for Basic schools.	64,000	24,000
(2) Special staff	1,19,000	69,000
(3) Training of teachers for Basic schools	3,50,000	1,62,000
(4) Basic Training schools ...	8,56,000	3,06,000
(5) Practising schools ...	1,72,000	96,000
(6) Basic schools ...	14,06,000	7,06,000
(7) Social education ...	16,53,000	9,63,000

BHOPAL

The number of Junior Basic schools and Primary schools rose from 10 and 387 in 1953, to 18 and 484 in 1954 respectively. The number of scholars in these schools also increased from 311 and 15,329 to 619 and 16,241 respectively. The number of teachers was also increased from 10 to 18 in Junior Basic schools and from 576 to 826 in Primary schools.

The number of students in Middle schools and High schools also increased from 6,660 and 3,428 to 8,401 and 3,882 respectively. The scales of pay for the Primary, Middle and High school teachers have been raised from Rs. 15, Rs. 20 and Rs. 60 to Rs. 45, Rs. 65 and Rs. 100, respectively. The number of buildings constructed for Primary, Middle and High schools during 1952-53 and 1953-54 was 350, 12 and eight respectively. Teachers'quarters along with Primary school buildings have also been constructed side by side. The number of lecturers in the Degree college also increased from 35 to 44. The total increase in the expenditure on education was from Rs. 30,19,400 in 1952-53 to Rs. 40,14,000 in 1953-54.

With a view to stemming the influx of rural population to the city, greater stress has been laid on the expansion of Rural education. One High school, 80 Primary schools, and eight Basic schools were opened in the course of the year in addition to those opened in the previous year. All Rural High schools and Middle schools teach Agriculture, while the city schools are provided with subjects like Biology and Commerce.

A scheme of Social education was set afoot in the State during the year under report. Fifteen Social education centres were started in urban areas. The school medical and health services were enforced in 1953-54. To create interest in games and sports, zonal tournaments were also organised in the State for the first time and prizes were awarded to the winners.

DELHI

In accordance with the recommendations of the Post-War Education Development Board, a scheme of Primary Basic education was launched in the rural area of the State in 1948, the object being the provision of free compulsory Primary education to 40,000 children of the age group of 6—11 years. The enrolment figures for 1953-54 in rural areas was 29,614. The State comprises 305 villages and practically every village has a Primary or Middle school. Twelve Primary and Junior Basic Primary schools were raised to Senior Basic standard. The Primary schools at Puth Kalan and

Maidangarhi were raised to Middle standard. The expenditure incurred on Basic education scheme in rural area during 1953-54 was Rs. 13.89 lakhs. A sum of Rs 20.11 lakhs was granted to local bodies for the development of Primary education.

To cope with the increasing demand for educational facilities, a grant of Rs. 30.03 lakhs to existing schools for starting double shifts was made during 1953-54. Two Middle and four Primary schools were recognised and five Middle schools raised to High standard. The additional facilities provided by the Government and public institutions resulted in an overall increase of 24,000 in enrolment in such schools during 1953-54. The D. B. High School at Nangloi and D. B. Middle School, Aujwa as amalgamated with Darbar High School, Aujwa were nationalised. Five new Middle schools were opened and six Middle schools were raised to High standard. Additional sections were opened in 41 existing schools.

The State Government have so far been doing Social education work in the rural areas. A group of four or five men and women was sent for literacy campaign to each of four or five villages, quite close to each other. In order to intensify Social education scheme, the State was divided into three circles each comprising about 100 villages. Each circle had an education caravan equipped with modern audio-visual aids to arouse enthusiasm of the villages by organising educational *melas* and demonstrations and film shows. In addition to literacy classes, craft-work like sewing, knitting, weaving, paper machine work etc., is also done in Women's centres. Men's centres conducted literacy classes, drama group, folk songs and extension works like construction of manure pits, soak pits, bore holes, latrines etc. The number of villages, covered and the adults passing the examination during the year was 15 and 2,003 respectively. Two hundred and fifty cinema shows, 85 *melas*, 406 demonstrations, 85 exhibitions, 85 dramatic performances, and 85 inter-village tournaments were held during the year. Three magazines are being published for the benefit of adult neo-literates and field workers. A full-fledged library is run at Mehrauli, and Shahdara and Narela libraries receive grants. Adult literacy classes in the district jail, Arab-ki-Sarai, Lajpat Nagar Women's Colony and Harijan Balmiki Mandir are given regular guidance and help with material. Under Youth Welfare Scheme the programme of A. C. C. was organised wherein 595 men and 195 women teachers received training. Specialised courses in agriculture, carpentry, leather and canvas work, animal husbandry and soap-making etc., were introduced in the Janata College, started at Alipur in 1951. One hundred and seventy-five persons have so far received training there.

One hundred and eighty-five teachers of Basic schools were trained during the year at the Basic Training Institutes started by the State Government at Delhi and Ajmer. In addition, there is another Teachers' Training school at Qutab Road which imparts training for J. V. and J. A. V. courses. A batch of 12 graduate teachers was sent to undergo training in Senior Basic course at the Teachers' Training Institute at the Jamia Millia.

The scheme for the establishment of cooperative craft schools was revised under which the existing schools have been raised to High standard. Under the new scheme, more emphasis is laid on craft side of education. A sum of Rs. 4 lakhs was provided for the scheme and the total expenditure up to 1954 was Rs. 2.45 lakhs.

To cope with the increased amount of work as a result of all-round expansion of educational activities, provision was made for additional staff in the Education Directorate, and some of the additional staff was appointed. A sum of Rs. 61,000 per annum was initially sanctioned for the Directorate.

With a view to introduce new trends in education, the State Government approved a proposal for starting School Parliaments in every school, cafetarias in four Government schools, school bands in two schools and three Nursery schools. Competitions in essay-writing, drawing, music, literature etc., were organised in four Government schools. Provision was made for the payment of grants-in-aid to ten schools in rotation each year for school excursions.

A "Know Your Country Tour" was organised by the State Government in collaboration with the Delhi State Headmasters' Association. A special train carried about 900 students to many places of commercial and industrial importance and covered about 3,000 miles. The State Government shared about two-third of the railway fare. An educational tour to Kashmir was also arranged in which 600 teachers and students participated ; half the expenditure on railway and bus fare was met by the Government.

HIMACHAL PRADESH

Eight new Primary Basic schools were opened in the Community Project Areas and the Middle school in one Block was raised to the High school standard. Under the Five-Year Development Plan, two Lower Middle schools were raised to the Middle standard and four Middle schools to the High standard.

Three students' camps under free voluntary service were held and about a mile-long road links were constructed in three Community Projects Blocks. Five Community Centres with integrated library service were also opened.

HYDERABAD

The year 1953-54 was a period of large-scale expansion of Primary education. An amount of Rs. 20 lakhs was provided by the Government of India for this purpose, as a result of which 2,018 new schools of various types were opened and about 8,14,000 pupils could be brought to schools. In addition to this, most of the existing schools were reorganised and allotted more teachers whereever they were required. This resulted in the employment of 3,895 additional teachers in schools under Government control alone. The expenditure incurred on this account worked out to roughly Rs. 15 lakhs per annum. In the private sector also, there has been considerable progress as a result of which 34 schools have been established by the people and the Government have given Rs. 1,28,000 as grant-in-aid to these schools.

A remarkable feature of the expansion of education during 1953-54 is the introduction of compulsory Primary education in selected areas of the State, serving a total population of three lakhs with about 52,171 children of school-going age. Of these, 85 per cent of the boys and 30 per cent of the girls are attending schools.

Now the State has also provided the schooling facilities in most of the villages with a population of 500 and above.

Besides the two Basic Training centres already functioning in the State, one more centre was opened in 1953. Teachers trained in these centres have been utilised and Basic schools started in Community Development Blocks. At the end of the year under review, 83 Basic schools were functioning in the State. Owing to this large-scale expansion, 37 posts of Deputy Inspectors were created at a cost of Rs. 1.2 lakhs.

The State budget provided a lump sum amount of Rs. 5.57 lakhs for the development of Secondary education. Higher classes from V to X standard were opened in 240 schools and 220 posts were created in the teaching cadre of various grades. In six schools eight classes and in five more schools five classes were opened on grant-in-aid basis. Private institutions were also assisted in this direction, and an extra provision of Rs. 3.75 lakhs was made to meet their increased demand. At present one Secondary school in the State is serving a population of 45,000 with an area of about 200 sq. miles.

The number of training centres at Secondary stage has been increased from four to 12 and 45 per cent of the Secondary school teachers are trained. In addition, 200 teachers have undergone Basic Training in emergency courses of six weeks' duration.

Thirty teachers have been trained in Physical education by the Academy of Physical Education, which is recognised and has been receiving grant-in-aid of Rs. 25,000 annually. Arrangements were also made to give short-term training to teachers in Junior Red Cross work and in N. C. C.

New schools were opened and the existing ones reorganised in the second and third Blocks inaugurated under the Nizamsagar and Thungabhadra Community Development Projects and the Second-Year Programme in the Development Block of Mulug.

Under Government of India's Scheme for relieving educated unemployment, 1,500 teachers were allotted to the State as a result of which 477 new schools were opened in rural areas. Extra teachers were also provided to schools where the teacher-pupil ratio had gone beyond 1 : 50.

Children's Library and Children's Corner were inaugurated in the city of Hyderabad. Four lakhs of books were also added to the school libraries. Forty children's books were published in different languages and prizes were awarded to the best authors by the regional body set up for the promotion of children's literature.

Eighty-four Social education centres were started in 1953-54. The total number of adult trainees in these institutions is 30,000.

MADHYA PRADESH

The total development expenditure on Primary education in the State during 1953-54 was Rs. 64.92 lakhs. The number of schools rose to 11,300 with an approximate enrolment of eight lakhs. One thousand new Primary schools were opened in villages. Four girls' Primary schools were converted into Middle schools and 22 additional posts of Assistant Mistresses were created for meeting the increased demand. Expenditure of approximately Rs. 50,000 was incurred for the extension of the buildings of ten Government Primary and three Middle schools in addition to other schools under local and private bodies. Compulsory Primary education prevails in 1,209 villages and 53 Municipal Areas. 72 additional posts of Assistant Deputy Inspectors were created during the year for inspection and supervision.

Dearness allowance of Rs. 23/- p.m. is ensured for every Primary school teacher. The economic position of a Primary school teacher has thus been improved and correspondingly the quality of the work he puts in has improved.

The State Government decided to reassess voluntary Primary education grants to local bodies at 50 per cent of the total expenditure. The total additional expenditure on this account amounted to Rs. 2.91 lakhs.

The total development expenditure on Secondary education was Rs. 21.67 lakhs. The total number of High schools and I.E.M. schools rose to 575 with 1,47,985 pupils on their rolls ; as many as 20,183 students were admitted to the High School Certificate Examination in 1954. The Jakatdar Kanya Shala at Bhandara was taken over by the Government. Two hundred and sixty-seven sections were opened to meet the rush of students seeking admission to classes V and IX.

Every Secondary school teacher has been guaranteed a dearness allowance of Rs. 30 p.m. Almost every recognised High and Middle school has been given grant-in-aid and the old meagre grants of many schools have been reassessed on up-to-date expenditure basis. Additional expenditure incurred on this account was approximately Rs. 58,000/-. Besides this, an expenditure of Rs. 6,77,853 was incurred on account of payment of building and equipment grants to non-Government Secondary schools. Grants were given to 156 High schools for the construction of wrestling pits; the total expenditure in this connection amounted to approximately Rs. 1 lakh.

Expenditure incurred on the development of Technical education was Rs. 10.06 lakhs. Various trade courses were started to train boys so that they could straightaway join industry or start some business of their own. These trades are as follows :

(1) Radio-servicing (2) Mechanical and Civil Draftsman (3) Welding Technology (4) Internal Combustion and Diesel Engine Mechanics (5) Boiler Attendants (6) Mechnical and Electrical Installations.

The Government extended educational concessions to students of Government servants and local body servants granting exemption from tuition fees to those drawing below Rs. 100 p.m. and half exemption to those drawing a salary between Rs. 100/- and Rs. 200/- p.m. To enable poor and meritorious students to pursue further education, the number and rate of various stipends were increased.

At the University stage, facilities for the teaching of Biology have been expanded in Government colleges; provision for the teaching of Geology up to degree and post-graduate levels has been made in some colleges; post-graduate teaching in almost all the science and arts subjects in Government colleges has been introduced. Provision has also been made for the expansion of Government college libraries and for increased grants-in-aid to the two universities, Nagpur and Saugar. Grants-in-aid to non-Government colleges have also been reassessed to enable them to cope with the increased expenditure on account of increased number of students and additional subjects of study; adequate grants for building and equipment are also given. The Government Engineering College at Nagpur was expanded to provide courses in Civil Engineering, Mechanical Engineering, Electrical Engineering, Automobile Engineering, Art and Architecture. A separate building to accommodate the Mahakoshal Mahavidyalaya, Jabalpur at a cost of Rs. 74.40 lakhs is under consideration; additional buildings have also been constructed for the Engineering College, Jabalpur at a cost of Rs. 60 lakhs approximately. The total target of expenditure provided in the original plan for Collegiate and University education was Rs. 310.40 lakhs; this has subsequently been revised to Rs. 290.31 lakhs. It is proposed to utilise the balance on two new schemes—establishment of the M.H. College of Home Science for Women at Jabalpur and introduction of the teaching of Music at the Nagpur Mahavidyalaya, Nagpur.

MADRAS

Basic education continues to be expanded in the State. The policy of the Government is to open Basic schools and to convert existing Elementary schools into Basic schools in compact areas around Basic Training schools; 20 such compact areas are to be developed.

The *Ad hoc* Committee on Basic Education which was appointed in November, 1952 has submitted its recommendations which have generally been accepted and a programme for consolidation, improvement and expansion of Basic education has been evolved. The main points are :—

(1) the development of Basic compact areas;

(2) the appointment of Senior Basic trained teachers as headmasters of Basic schools;

(3) giving Senior Basic teachers employed in Basic schools the same scale of pay as Secondary grade teachers employed in Secondary schools;

(4) only Basic trained teachers should be appointed in Basic schools;

(5) at least one Basic school in each Basic compact area should be so organised as to demonstrate the full meaning and possibilities of Basic education.

In regard to supervision and control, a special trained Basic Deputy Inspector is in charge of each Basic compact area. For Basic Training schools, Gazetted Basic Education Officers have been appointed, one for each of the two Divisions in the State. The Basic Education Officers have been vested with powers exercised by the District Educational Officers so far as Basic schools and Basic Training schools are concerned.

One new Basic Training school was opened during the year. The scheme and syllabus for the Basic T.S.L.C. examination, as revised by the *Ad hoc* Committee and approved by the Government, was being followed in the Basic Training schools. There were 23 craft equipment stores which stocked and supplied craft equipment to Basic schools and Basic Training schools; 308 new Basic schools were opened during the year. There are 32 Pre-Basic sections attached to aided Basic schools.

Craft earnings are prescribed for pupils in the Basic Training schools and Basic schools. The net earning of 4,588 pupil teachers for four months ending 31-12-53 was Rs. 21,626/11/8 while that for 85,951 pupils was Rs. 7,450/11/3 for the same period. Cloth produced in Basic Training schools is being sold at a reduction of 18¾ per cent in the price in conformity with the accepted Government policy. Pupil-teachers in Basic Training schools are permitted to pay the cost of the cloth purchased in easy instalments.

One Post-Basic Education Conference was held at Kallupatti, Madurai District.

The annual Regional Basic Education Conference was held at Kallupatti and Perianaickenpalayam; these were organised by the Basic Education Officers and attended by District Educational Officers and Basic Trained Deputy Inspectors.

The State Five-Year Plan of Educational Development was revised and expenditure on the schemes in the revised Plan is as follows:

		Rs.	
(1)	Primary education including Basic	302.40	lakhs
(2)	University education.	56.54	„
(3)	Special schools—training of teachers	62.07	„
(4)	Other schemes—schools for defectives	45.99	„
(5)	Adult (Social) education.	27.86	„

Under University education, the following three schemes which were included in the original Post-War Development Schemes have been brought under the Plan:

(1) Opening of B.Sc. course in Government Arts College, Madras.

(2) Raising of the Government Arts College, Coimbatore to First Grade.

(3) Maintenance of Government College of Technology, Coimbatore.

One Basic Training school was opened during the year and total expenditure on the scheme for the year amounted to Rs. 14.80 lakhs.

No special school for defective children was opened during the year; expenditure of Rs. 1.84 lakhs was incurred on the running of the existing schools.

Information is not available as to the number of Social (Adult) education institutions opened during the year; an expenditure of Rs. 5.41 lakhs was incurred during the year.

MANIPUR

A Junior Basic school was established and seven private Lower Primary schools were taken over as Government schools. Nineteen additional teachers were appointed in these schools. Five M. E. schools were also taken over by the Government. Construction of three M. E., four Lower Primary and 33 Upper Primary school buildings were completed in addition to the construction of seven hostels and seven kitchens. Grants were paid to two private High schools for building purposes. Expenditure on the construction programme amounted to Rs. 65, 329 (direct) and Rs. 75,697 (indirect). An expenditure of Rs. 70,193 was also incurred on the construction of D. M. College.

Two teachers, one for carpentry and the other for music were appointed to the Government Johnstone High School. Total expenditure incurred was Rs. 17,453. Of the 60 teacher trainees of the Teachers' Training Institute, 44 came out successful. Ten High school teachers were deputed for B. T. or B. Ed. courses. One graduate teacher was sent for physical training in Madras.

Fifty Social education teachers were appointed under the scheme to relieve educated unemployment.

MYSORE

Eighty-two Primary schools were provided with equipment and for this an expenditure of Rs. 8,204/- was incurred. The total expenditure incurred on equipment supplied to the Primary schools was Rs. 30,000. A sum of Rs. 5,000/- was also granted for equipment for Basic Primary schools.

Thirty-four Secondary schools were also provided with equipment worth Rs. 5,288/-. The total amount spent on equipment supplied to Secondary schools was Rs. 40,000/-.

The number of university students increased by 1,224. New Science and Commerce Courses were started in the affiliated colleges. Research work continued to be carried out and the Centre granted two scholarships for research work in Humanities. Seven members of the staff were granted deputation concession for higher studies abroad. The N. C. C. arranged a Social Service Camp and constructed, with the cooperation of the local villagers, an 11—mile all-weather metalled road.

A Post-Graduate Training Course in Basic Education started for 12 trainees and a sum of Rs. 19,660 (recurring) and 1,500 (non-recurring) was incurred in that behalf. Sixty workers were trained in Social education at a total cost of Rs. 5,000. The number of Social education centres started during the year was 40 out of 50 allotted to the State. Two hundred and one single-teacher schools were also ordered to be started during the last quarter of the year. Intensive educational development was undertaken in the selected area of Vidyanagar comprising 231 villages. A sum of Rs. 6,714 was spent on Post-graduate Basic Training Centre, Rs. 58,887 on Basic Training Centre with Practising Primary schools and Rs. 4,184 on training of Social education workers.

PUNJAB

A sum of Rs. 2,52,20,300 was provided for education during 1953-54, showing an increase of Rs. 39,54,160 over the budget of the previous year and considerable progress was made in all spheres of education.

The number of Primary schools increased from 5,414 to 6,968. One thousand more single-teacher schools were added under the scheme to relieve educated unemployment. Thirty-five model Primary school buildings were constructed at a cost of Rs. 20,000/- each. Thirteen Primary schools for boys and girls were started for the benefit of the erstwhile criminal tribes in the States. Four

Model School-cum-Community Centres are also being started in Amritsar, Ludhiana, Ambala and Rohtak at a cost of Rs. 50,000/- each, and the buildings for these schools have been completed. The number of teachers trained for Primary schools during 1953-54 was 1,080 under an emergency training scheme.

The number of Junior Basic schools increased from 73 to 153. Master Craftsmen from the villages have been appointed on the staff of these schools.

At the Secondary stage, High schools for boys and girls have been increased from 467 to 543, and from 46 to 67 respectively. Two Government High schools for boys were opened at Hissar and Dujana. Two Government High schools and four Middle schools were started for girls, while four Government Middle schools for girls were upgraded to High schools.

The number of colleges during 1953-54 rose to 67, showing an increase of seven and facilities for teaching science have been extended. An additional grant of Rs. 5 lakhs over and above the usual grant of Rs. 5,13,000/- was made to the Punjab University. The Government of India sanctioned a sum of Rs. 3,85,000 for distribution among the displaced colleges in the State.

Teachers working in local body schools and in receipt of salaries up to Rs. 30/- p.m. have been given Rs. 5/- p.m. more as their initial pay, and Rs. 7/8/- p.m. have been increased for those getting between Rs. 30/- and Rs. 50/- p.m. Holiday Homes were also opened at various summer resorts for the school teachers at a nominal cost of annas -/4/- per day.

All books meant for classes IV to VII were nationalised and those for class VIII (excluding English) have been approved. The nationalisation scheme yielded a revenue of Rs. 5 lakhs.

The strength of the Senior Division Units in N. C. C. has been raised to ten, while that of technical units has been doubled. A new twist has been given to the programme of work in the cadre and annual camps of the N.C.C. by placing premium on social service. In the sphere of Audio-Visual education, an officer was deputed to Europe for training in audio-visual aids.

STATE SCHEMES UNDER THE FIVE-YEAR PLAN

		Expenditure envisaged.	Expenditure up to 31-3-53.	Expenditure incurred during 1953-54.
		Rs.	Rs.	Rs.
(1)	Maintenance of Junior Basic schools	6,35,000	2,89,690	1,15,000
(2)	Continuance of Basic Primary School, Gandhi Vaneta Ashram, Jullundur.	40,000	8,946	2,000
(3)	Continuance of Nursery School, Jullundur	25,000	17,550	6,000
(4)	Practising School, Jagraon	20,000	12,656	6,000
(5)	Basic Training, Schools, Jagraon and Pabra	4,50,000	3,27,084	1,04,000
(6)	Refresher Course for J. T. Teachers	30,000	18,506	6,000
(7)	Opening of Basic Primary schools in the capital	3,18,000	15,000	43,000
(8)	Maintenance of Primary schools for girls	6,90,000	3,18,727	1,38,000
(9)	Maintenance of Model schools	1,00,000	60,000	20,000
(10)	Continuance of Government Girls School, Narangwal, Government High School, Partmaie & Government High School, Dalhousie.	4,75,000	2 ,75,207	1,06,000
(11)	Opening of one High school each for boys and girls and two Primary schools in the capital	4,49,000	37,910	69,000
(12)	Grants to universities	14,12,750	12,50,580	5,00,000
(13)	Grants to affiliated colleges	15,00,000	9,86,050	2,80,000
(14)	Grants to Vishveshranand Institute, Hoshiarpur	65,000	39,000	13,000
(15)	Starting of Agricultural Farms and Garham Plots	31,800	19,080	6,000
(16)	Social and Adult education	29,98,350	5,22,343	The scheme has since been disbanded and revised under the scheme of educated unemployment.
(17)	Development of Scheduled Areas of Lahaul and Spiti.	2,28,600	48,000	45,300

SAURASHTRA

The total expenditure on the 28 Schemes of the State's Five-Year Plan of Educational Development amounted to Rs. 23.3 lakhs.

Four hundred and fifty new Primary schools were opened, of which 200 formed a part of the State Five-Year Plan and 250 of the educational programme to relieve educated unemployment sponsored by the Government of India. Six hundred and thirty-five teachers were employed to meet the increased demand. The expenditure on Primary education during the year was Rs. 12.13 lakhs. Though compulsory Primary education has not been introduced so far, the expansion of educational facilities as detailed above will lead gradually to that goal.

The number of Government High schools was increased from 38 to 40 and that of other High schools from 25 to 26. Forty-three additional divisions were opened in the existing High schools which necessitated the employment of 42 graduates and 20 non-graduate teachers. Four Headmasters were deputed to Baroda to attend an eight-week Secondary Educational Extension course organised by the United States Educational Foundation in India. The expenditure on schemes regarding Secondary education amounted to Rs. 0.79 lakhs.

Forty teachers were given training in crafts and ten craft laboratories were opened. Twelve graduate teachers were deputed for B. T. training and seven S. T. C. Centres were opened in Government High schools.

The expenditure on Social education schemes amounted to Rs. 0.91 lakhs. Four hundred part-time centres to be conducted by local school teachers were opened. Thirty-six full time centres were also opened under the programme to relieve educated unemployment.

The Junior Division Cadets of the N. C. C. built a small building for the school and also a road, while the Senior Division engaged themselves in the digging of pits and construction of roads. The total amount spent on scholarships for higher studies during the year amounted to Rs. 1.53 lakhs. The over-all budget provision for education during the year was Rs. 139.9 lakhs.

A number of additional development plans were implemented concurrently with the Five-Year Plan. These embraced both the Government and non-Government institutions e.g., conducting N. C. C. organisation, running of the Commerce College and Technical institutes and also separate schools for displaced children, and organising camps, games and sports. All these schemes cost

Rs. 6 lakhs in so far as Government institutions are concerned and Rs. 5 lakhs by way of grants to non-Government private institutions.

The conversion of the Morvi Technical Institute into an Engineering College progressed a step further with the opening of the second year class. The expenditure on the scheme amounted to Rs. 3.43 lakhs.

TRAVANCORE-COCHIN

The Government sanctioned the opening of 33 Primary, 53 Middle, 39 High and eight Training schools during 1953-54. The rules and schemes relating to the training of under-graduate teachers in the erstwhile Travancore and Cochin States have been unified. Eighty-five teachers were trained in two batches in the Basic training institutions during the year. A Diploma Course in Journalism and Geology as a subject of study in the B. Sc. degree course was introduced in the University of Travancore. Several other new courses were also started in the various colleges affiliated to the University. The annual training camp of N. C. C. was conducted at Dhanunachapuram and 283 cadets and seven N. C. C. officers attended it.

Thirty trainees including five women completed their course in the Adult Education Research and Training Centre, Trivandrum. The Social Education Day was celebrated on November 1, 1953 throughout the State and the Trivandrum Centre conducted a Social Education Week devoted exclusively to the educational propaganda for the Five-Year Plan. Twenty-four film shows were also exhibited in connection with the labour week. Two Adult Education Inspectors were deputed to undergo training in Mysore.

Scholarships of various categories ranging from Rs. 2/- to Rs. 5/- p.m. were awarded to the deserving students of Middle and High schools. Ten teachers were sent for training in Physical education at Y. M. C. A. Saidapet, Madras.

The total expenditure incurred by libraries in the State amounted to Rs. 6,96,673 while receipts including the Government grant amounted to Rs. 7,35,920. There were 285 major and 1,372 minor libraries in the State during the year, of which 107 were affiliated to the Travancore-Cochin Library Association. New buildings were constructed for 27 libraries.

TRIPURA

Free Primary education is being provided to as many children as possible in the age group 6-12. In this sphere of education, the number of schools, scholars and teachers was 535, 28,200 and 986 in 1953-54 respectively as against 461, 24,560 and 700 in the previous year. Basic education is gradually replacing Primary education and during the year six Junior Basic schools and two Senior Basic schools were started. Under the State Five-Year Plan, one High school for girls was started during the year. A sum of Rs. 20 lakhs has been earmarked for the expansion of the Maharaja Bir Bikram College building, hostels etc., during the Plan period. Out of this, about Rs. 5½ lakhs have already been utilised. The total expenditure on education during 1953-54 was Rs. 22,23,810 (9.50 per cent of the total budget) in 1953-54 as against Rs. 18,99,814 of the previous year.

Thirty-one Social education centres were started during the year and 62 Social education teachers were appointed. Books and equipments worth Rs. 40,000 were purchased for the Government Public Library at Agartala and for seven other Sub-Divisional libraries.

VINDHYA PRADESH

The number of Primary schools opened in 1953-54 was 150 at a cost of Rs. 2,12,573. One hundred Primary school teachers and 50 Secondary school teachers were sent up for training.

One Intermediate college 15 A. V. M. schools and five High schools were also opened and amounts spent in that behalf were Rs. 59,855, Rs. 80,109 and Rs. 1,99,098 respectively. Music classes were introduced in five High schools entailing a recurring expenditure of Rs. 0.1 lakh. Science and Commerce subjects were introduced in degree colleges. The Polytechnic, Leather-working and Agricultural Institutes were also re-equipped.

WEST BENGAL

The Ten-Year Plan of Compulsory Primary Education completed its third year. An additional 1.30 lakhs of children of the age group 6-11 were brought under the scheme in about 104 unions and 210 villages; the additional area covered was 1,300 sq. miles in 11 districts.

The improvement and gradual conversion of two batches of ten Primary schools into Basic schools in eight Development Blocks under the Community Development Project was undertaken at a the rate of Government dearness allowance to teachers in aided schools was raised from Rs. 10/- to Rs. 17/8/- p.m. with effect from 1-3-54.

The Jhargram Agricultural College was taken over by the Government from the university while the management of Sripat Singh College, Jiaganj was taken over as a sponsored college with an endowment from the donor. Arrangements were made for the improvement of teaching in Government and non-Government colleges. A sum of Rs. 1 lakh was sanctioned towards research schemes on scientific subjects undertaken by professors in Government and non-Government colleges. Grants were also paid towards the maintenance of non-Government arts colleges.

Considerable stress was laid on Technical education. A sub-committee of the State Council for Engineering and Technical Education was set up to effect improvement in Diploma Courses; part-time courses in institutions in industrial areas were proposed to enable persons in supervisory grades to gather wider practical experience. A technical course was started in the Ballygunge Government High School.

Seven American professors from Wisconsin University have been posted to the B. E. College for a period of one year under the Sisterhood Scheme of the T. C. A. programme. The college also participated in the International Exhibition on Low Cost Housing in Delhi with a house designed to suit the hot humid conditions of West Bengal.

Steps have been taken towards implementing the scheme for establishing a School of Printing Technology which was approved by the Government of India.

An Institute of Education for Women has been set up at Hastings House by separating the Women's Section from the David Hare Training College.

The courses of training at the Government College of Art and Crafts were improved by the provision of an improved type of training in five different crafts. A new Department of Craft with an expert superintendent has been set up to cater for specialised design for cottage industry.

The Goenka College of Commerce and Business Administration opened its B. Com. course in addition to the National Diploma Course of the A.-I. C. T. E.

The first Statutes under the Calcutta University Act, 1951 have been framed and given effect to and some of the New Boards and Councils under the university have been constituted through fresh elections.

In the field of research and culture, the Indian Association for the Cultivation of Science, the Institution of Culture under the Rama Krishna Mission and the All-India Institute of Social Welfare and Business Management, which are regarded as Central institutions and other research associations were given grants-in-aid totalling Rs. 2.05 lakhs.

The construction of additional buildings for the Sanskrit College and Research Department has been completed.

Vigorous and concentrated efforts have been made for the liquidation of mass illiteracy and for the propagation of Social and Civic education. There were 485 literacy centres and 322 complete centres in the State during the year in addition to Adult education centres and night schools managed by voluntary organisations receiving aid from the Government. 23,194 people were made literate during the year. There are about 1,300 recognised public libraries. Grants of varying amounts were paid to those which participated in the Adult Education Scheme. In addition, grants were paid to the Bengal Library Association and the Howrah District Library Association. An amount of Rs. 35,000/- was paid towards the encouragement of Kathakata, Kavi and Jatra and other indigenous folk songs and recreative activities. A centre for the training of Kathaks was opened at Cooch Behar.

New educational films have been acquired for the Film Library of the Education Directorate, which are loaned to educational institutions.

Two new community centres were established during the year. Eighty-two Social education centres were opened in the eight Community Development Blocks.

A three-month course of training in Agricultural Practice for 30 village Primary school teachers has been put into effect in order that the advice and practical help of these trained teachers may be available to the villagers in the matter of agriculture, gardening, animal husbandry etc.

Eight Youth Hostels in the Districts of Darjeeling and Jalpaiguri have been fully equipped. Twenty-eight Youth Camps were held during the year. The Institution of Mountaineering has been set up at Darjeeling. A State Advisory Committee has been the rate of Government dearness allowance to teachers in aided schools was raised from Rs. 10/- to Rs. 17/8/- p.m. with effect from 1-3-54.

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The Goenka College of Commerce and Business Administration opened its B. Com. course in addition to the National Diploma Course of the A.-I. C. T. E.

set up to advise the Government on the establishment and management of Youth Hostels.

An amount of Rs. 13 lakhs was spent on the education of the Backward Classes, Scheduled Castes and Scheduled Tribes. A new hostel mainly for the Scheduled Castes and Tribes was established by the Rama Krishna Mission.

A sum of Rs. 11.82 lakhs was spent on the N. C. C. which has Army, Navy and Air Wings in the Senior Division.

An amount of Rs. 10,000 is spent annually for the encouragement of literature; Rabindra Memorial Prizes are also awarded annually for the best published work on literary and scientific subjects in Bengal: 12 eminent scholars, poets and authors in indigent circumstances are in receipt of pensions.

A State Council for School Broadcasting has been set up to ensure better utilisation of the radio for school purposes.

An Education Bureau has been set up for the operation of the various educational projects as may be undertaken by the Government. The Bureau will also furnish necessary guidance and information to voluntary organisations and private individuals regarding educational facilities in the country and abroad.

In the course of five years, the West Bengal Government have increased their educational provision from Rs. 2.97 crores to Rs. 7.73 crores.

No reports have been received from the following State Governments:

Andaman and Nicobar Islands, (2) Bihar, (3) Bombay, (4) Coorg, (5) Jammu and Kashmir, (6) Kutch, (7) Madhya Bharat, (8) Orissa, (9) Pepsu, (10) Rajasthan and (11) Uttar Pradesh.

APPENDIX A (B) (III)

MEMORANDUM ITEM III (B) (II) OF AGENDA

Subject : Report of the Progress of education of Scheduled Tribes and Scheduled Areas in various States with particular reference to the Educational Development Schemes under Article 275 of the Constitution and welfare of the Tribal People in Part ' C ' States.

The following is a brief record of the progress reported by the different States on the above subject :

BIHAR

During 1952-53 the scheme of the Education Department relating to the opening of two Primary schools for the Scheduled Tribes in the hill region of the Scheduled district had been approved for grant-in-aid under Art. 275 of the Constitution by the Government of India and a sum of Rs. 13,000/- was allotted for the scheme. Later, however, the State Government proposed to the Government of India to divert the amount to other schemes which are being implemented for the welfare of Scheduled Castes and Scheduled Tribes. They also proposed that a sum of Rs. 3,71,500/- out of the grant of Rs. 7,43,000/- originally sanctioned by the Government of India for minor irrigation works, may be diverted to the following educational development schemes which were being operated for the benefit of Scheduled Castes and Scheduled Tribes:

1. Opening of two Primary schools for aboriginals in the Scheduled district.
2. Opening of Primary schools in the backward areas.
3. Subsidising of a High school.
4. Opening of training centres for teachers of Hindi schools started in the backward areas of the State.

Educational Development schemes pertaining to 1953-54, costing Rs. 48,65,174/-, were forwarded to the Government of India for grant-in-aid under Article 275 of the Constitution. However, pnly one scheme, namely, that of educational development of Seraikel and Kharsawan costing Rs. 3,82,480/- was approved by the Gyvernment of India.

BOMBAY

Primary Education :—The Government have opened 116 special schools in pursuance of the recommendation made by the Wandrekar Committee for the expansion of educational facilities for Adivasis in the Scheduled Area of the Thana District and compulsory Primary education for children in 7-11 age group has been introduced in Dahanu, Makhada and Umbargaon Talukas. The Government have also opened two shifting camp schools for Katkaris in Thana District. In addition, 26 new schools have been opened in school-less villages with a population of 300 and above but not exceeding 900 in the Jhalod Taluka of Panchmahals District.

There are 26 hostels for Backward Classes in the Scheduled Areas which are run through the District School Board concerned. 180 scholarships were awarded to the pupils belonging to the Scheduled Tribes and Scheduled Areas during 1953-54 as against 95 scholarships awarded in 1952-53. In addition to the ten Ashram schools sanctioned by the Government during 1953-54, ten more have been sanctioned by the Government during the current year and of these six have been opened. During 1953-54, the voluntary agencies running the Ashram schools have been paid total grants amounting to Rs. 2,61,174/- A grant of Rs. 3,63,673/- was paid to 56 hostels during 1953-54. This year's grant is payable at a flat rate of 80 per cent of the approved expenditure on the 56 Backward Classes hostels.

Secondary Education.—All children of the Backward Classes including the Scheduled Castes are entitled to admission without discrimination to any recognised school. In addition to free studentships, the Government have sanctioned Middle, High and Vocational High School Scholarships for the Backward Classes, including those belonging to Scheduled Tribes.

Training of Teachers.—The pupils of the Backward Classes ling Scheduled Tribes are exempted from the payment of tuition non-Government Primary Training institutions. No tuition is charged from these students in Government Primary colleges. In addition stipends of Rs. 20/- p.m. are paid e Backward Classes candidates. The number of stipends ed to 560.

ate Education.—The Backward Classes students includlonging to Scheduled Tribes are awarded Government studentships. In addition they are awarded Governships of Rs. 25/- p.m.

In addition the Government have maintained two hostels, one at Poona and the other at Hubli for the pupils in Secondary schools and colleges. In June 1954 a third hostel was opened at Ahmedabad.

Lump sum scholarships for the purchase of books and slates and monthly scholarships to students in medical colleges were given in 1953-54.

ORISSA

Ashram Schools

The residential Ashram schools in Tribal Areas are slowly but steadily developing into ideal institutions for the all-round development of the tribal boys. Thirty-two Ashram schools were opened up to the end of the year under report. Of these, 17 including one for girls are situated in Scheduled Areas.

A Parents' Day is observed at these Ashram schools. On this day, the parents of the inmates are invited to inspect the school and observe the activities of their wards.

Activities

For all the Ashram schools a standard routine has been prescribed including games, physical exercise and mass drill. Cultural activities like debating, excursions and practical rural reconstruction work in nearby villages continue to be done. A sum of Rs. 5,45,987/- was spent on these schools during 1952-53 as against Rs. 4,52,378/- in the preceding year.

Sevashrams

The Sevashrams have a three years' course. Students passing out of a Sevashram acquire a working knowledge of various subjects passing from the ordinary L. P. schools. In the 555 Sevashrams opened throughout the State up to 1952-53 there were 26,067 students as against 20,183 in the preceding year.

Harijan Udyogashala, New Delhi

For receiving higher training in crafts like weaving, ta
carpentry, smithy etc., the Government have been sending
every year to Harijan Udyogashala, New Delhi. No n
could be sent due to financial stringency. However, pro
sending ten students have been made in the next year.

Scholarships

Scholarships and stipends are given by the G
Adivasi and Harijan students at other educationa
They continue to enjoy exemption from school and
A sum of Rs. 5,00,000/- was provided for the purpo

Besides the State Government scholarships, the Government of India also grant special scholarships to these students at post-Matriculation stage only. 136 students got scholarships amounting to Rs. 67,268/- from the Government of India during 1952-53. Financial assistance to university candidates for payment of examination fees continued to be given as before. A sum of Rs. 3,230/- was spent on this account in 1952-53.

Special Hostel for the students reading in the local High school has been started in the old schellac factory building at Rairangpur in the Mayurbhanj District.

Industrial and Technical Education

The industrial schools at Angul Phulbani, Bolangir and Sundergarh continued to impart industrial training to the Scheduled Tribes and other students during the year. Besides seven candidates are being given training in the Rashtrabhasha Press, Cuttack and nine students are receiving higher technical training outside the State.

MADHYA PRADESH

Provision exists for imparting education to the school-going children of the tribal people under Tribal Welfare Schemes. The information given below will indicate the progress for the year 1953-54 and beyond March, 1954.

Name of the Scheme.	Progress made up to 31-3-54.	Targets aimed at during 1953-54.	Targets achieved during 1953-54.	Beyond March 1954.
Opening of Primary schools	225	225	251	251
Opening of Middle schools	27	42	34	34
Opening of Hostels	27	42	34	34
Opening of handicraft sheds	27	42	34	34
Award of Middle school scholarships ...	750	850	850	950
Award of High school scholarships ...	300	400	400	450
Award of college scholarships	43	50	44	...
Award of stipends to normal school trainees ...	100	140	122	180
Award of stipends to students residing in hostels attached to Middle schools.	675	1,200	1,020	1,020

Expenditure envisaged for 1953-54 ...	Rs.	17,88,700
Expenditure incurred : non-recurring	Rs.	4,20,979
recurring ...	Rs.	10,36,142
Total	Rs.	14,57,121

Reason for non-achievement of targets

The revised Tribal Welfare Scheme was introduced in this State from 1st December, 1952. By the end of the year 1953-54 only 30 centres were organised. Owing to the difficult nature of the Scheduled Areas and various other difficulties, four Primary schools, eight Middle schools, eight hostels and handicraft sheds could not be established.

College scholarships could not be awarded for want of applications.

180 hostels stipends could not be awarded as the required number of hostels could not be organised.

During the year the management of three High schools at Dharni, Dindori and Baihar was also taken over under the scheme.

The following facilities are offered to the students taking education in the Primary and Middle schools opened under the Scheme.

1. Free education.
2. Free supply of books and slates to students in Primary schools.
3. Midday refreshments to students in Primary schools.
4. Free supply of dresses to girls.

In addition, 547 Primary schools and 24 Middle schools have been taken over from the Education Department, Forest Department and Janapada Sabha for management under the Tribal Welfare Department with effect from 1-4-54.

A Research Institute at Chhindwara has been opened and a special normal school for training teachers required for the schools under the Tribal Welfare Scheme has been started at Sijahora in Mandla district with effect from 1-4-54.

WEST BENGAL

Apart from the general facilities shared by the Scheduled Castes, Scheduled Tribes and Other Backward Classes with others, the Government have created a fund for the promotion of education amongst educationally backward classes to give special facilities to them. The total expenditure from this fund in 1953-54 is given in the following statement.

Statement of Expenditure

	Item	Scheduled Castes.	Scheduled Tribes.	Other Backward classes.	Total.
		Rs.	Rs.	Rs.	Rs.
1.	Stipends-Primary stage mainly in Non-District School Board areas ...	9,876	1,584	1,464	12,924
2.	Stipends—Secondary stage	1,58,524	41,234	20,916	2,20,834
3.	Stipends for boarding charges ...	41,100	14,450	8,470	64,020
4.	Stipends—Collegiate stage	48,240	2,510	26,940	77,690
5.	Stipends for boarding charges ...	13,050	900	1,800	15,750
6.	Stipends—Professional and Technical ...	18,140	4,620	4,860	27,620
7.	Stipends—Miscellaneous	2,340	...	180	2,520
8.	Books and Slates—Primary stage ...	12,191	3,259	1,863	17,313
9.	Books and examination fees—Secondary ...	27,949	6,851	4,715	39,515
10.	Books and examination fees—Collegiate ...	380	...	...	380
	Total	3,31,950	75,408	71,208	4,78,566
11.	Maintenance of Calcutta hostels for Scheduled Castes etc.	...	...	...	24,385
12.	Capitation grant to hostels outside Calcutta for these.	...	...	...	20,535
13.	Grant-in-aid to schools catering mainly for Scheduled Castes etc.	...	...	...	2,75,009
14.	Building grant to the above schools ...	...	...	...	58,297
15.	Furniture and equipment grant to them ...	...	...	...	14,066
16.	Prize grant for the schools for Scheduled Caste students etc.	...	...	...	4,650
17.	Grant to Basic schools in lieu of local contribution.	...	...	...	50,400
18.	Miscellaneous expenditure for Scheduled Castes etc.	...	...	...	16,822
	Grand Total	3,31,950	75,408	71,208	9,42,790

Items 11—18 involve an expenditure of Rs. 4,64,224.

Under Art. 275 (I) of the Constitution, the Government of India have been giving grant-in-aid to the State for the welfare of Scheduled Tribes. The following expenditure was incurred by it through the Education Department during 1953-54 :—

	Name of the Scheme.	Amount spent in 1953-54.
		Rs.
1.	Improvement of Santal Hostel at Balurghat, West Dinajpur	8,000
2.	Construction of a hostel for Santal boys at Ranibandh, Bankura	4,600
3.	Construction of an adjunct to the school hostel for Santal boys at Khatra, Bankura.	6,300
4.	Construction of a hostel for Santal boys of K. K. Institution at Jhargram, Midnapore.	10,000
5.	Establishment of an Extended M. E. School for aboriginals at Alipur P. S. Mamari, Burdwan.	15,000
6.	Construction of a hostel attached to Bandhgora Junior High School, Birbhum with 12 seats for Tribal boys.	20,000
7.	Extension of R. K. Mission Siksha Mandir hostel at Sarisha, 24 Parganas for 15 Santal boys.	17,772
8.	Establishment of an Adivasi hostel at Buibulchandi, Malda	8,000
9.	Improvement of the Santal hostel at Englishbazar, Malda	10,000
10.	Establishment of four Basic schools (with equal contribution from the State Revenues).	46,960
11.	Construction of a hostel for Tribal boys of Kankradura High School, Bankura	3,040
12.	Extension of the Bhutia Boarding House at Darjeeling	7,228
		1,56,900

Besides, a sum of Rs. 64,760/- from the Government of India grant of 1953-54 has been placed in the Tribal Welfare Funds of some districts for the education of the Scheduled Tribes students.

RAJASTHAN

Exemption from Tuition Fees

The Government have issued orders that from the academic session beginning with July 1951, all Backward Classes students including Scheduled Tribes students may be exempted from the payment of tuition fees in all Government educational institutions.

Scholarships

In order to further encourage the Backward Classes students and to aid them to meet their educational expenses the Backward Classes Welfare Department also grants scholarships to the Scheduled Tribes and Other Backward Classes students. Financial aid is also given by this Department to deserving poor students of Scheduled Tribes and Other Backward Classes for payment of their examination fees.

Primary and Night Schools

Although it is not the policy of the Government to open separate schools for the Scheduled Tribes and Other Backward Classes students, some separate schools have been opened by the Backward Classes Welfare Department in places where there were no general schools. In 1951-52 there were 50 such Primary schools but now the Department is running 100 Primary schools. The Department is also at present running 30 night schools to educate Scheduled Tribes adults. The special feature of these schools is that the teachers are required to do specific social welfare work for the development of the Backward Classes.

Students getting Education in Important Institutions

The Backward Classes Welfare Department has also reserved five seats for the students in Vidya Bhawan, Udaipur and all the expenses of these students are paid by this Department. Three students are also getting education in Harijan Udyogshala, Delhi at a scholarship of Rs. 25/- per month.

Reservation of Seats in Institutions and Colleges

One seat for Scheduled Tribes student has been reserved in the Engineering College, Jodhpur, one seat in M. B. B. S. course in Sawai Mansingh Medical College, Jaipur and one seat in Birla Engineering College, Pilani. This reservation is in addition to seats secured by those candidates who come out successful in general selection.

Hostel Facilities

Five hostels, mainly for the Scheduled Tribes students, have been opened at Sagwara, Pratapgarh, Banswara, Kotda and Kherwara for girls. Besides, the Department is having five divisional headquarters hostels at Jaipur, Jodhpur, Bikaner, Kohat and Udaipur. All the expenses of these students on their education, clothing, food, fees, books etc., are borne by the Department.

Female Education

To encourage female education the Department is already running a girls' hostel at Kherwara. In addition to the above, one girl is getting education in Banasthali Vidyapeeth, Jaipur, 15 in Mahila Mandal, Udaipur and four in Mahila Mandal, Bhilwara.

Voluntary Agencies

There are also a number of voluntary agencies which are doing welfare work for Scheduled Tribes, such as, (1) **Rajasthan**

Seva Sangh, Dungarpur, (2) Banswara Jila Seva Sangh, Partapur, and (3) Gandhi Ashram Kushal Garh.

These institutions are running 61 Primary schools and five hostels for boys and one hostel for girls. These institutions are given 75 per cent of their approved expenditure by the Backward Classes Welfare Department.

Propaganda

In order to educate public opinion one Propaganda Assistant has been appointed with headquarters at Udaipur. His main duty is to make members of the Backward Classes understand the advantages of education, sanitation, better farming, cooperation etc. The voluntary agencies who are given aid also do propaganda work.

Industrial Training

For raising the economic status of Backward Classes, the Department has started industrial training centres at Sajjangarh, Falonj, Sagwara, Pratapgarh, Keshariabad and Rangila Forests of Dungarpur District. The students attending these centres are also given scholarships @ Rs. 25/- p.m. After training these students are also supplied with some tools and implements free of cost to establish themselves.

Training Camp for Teachers

Last year a training camp for teachers was organised in Udaipur to give them an idea of social welfare work. Sixty-two teachers participated in the Camp.

All the above schemes which have been mentioned are being continued during 1953-54.

Details of expenditure incurred during the preceding two years on the educational development schemes under Art. 275 of the Constitution, including the grant-in-aid received from the Central Government are as follows :

		1952 Rs.	1953 Rs.
Recurring	...	13,859	1,19,770/11/6
Non-recurring	...	90,300	1,78,716/6/-

HIMACHAL PRADESH

The Government have been awarding scholarships out of the grant given by the Government of India for the welfare of Scheduled Castes and Scheduled Tribes. During 1952-53, a sum of Rs. 4,160/- was spent on this account. In 1953-54, scholarships were awarded to the value of Rs. 8,878/-. In 1954-55, a sum of Rs. 15,420/- has been allocated to the Education Department which will be utilised for awarding scholarships.

One High school, two Middle schools, one Lower Middle school and 27 Primary schools have been set up to meet the needs of the tribal people. These students, besides getting stipends, are exempted from the payment of tuition fee at all stages of education. There are, however, no Basic or Teachers' Training schools in the tribal areas.

PEPSU

A sum of Rs. 4,94,052 in 1952-53 and another sum of Rs. 4,42,000 in 1953-54 was spent on the education of Scheduled Tribes and Scheduled Castes etc., in Scheduled Areas. In 1954-55 the State Government have ordered free education to such students in all Government educational institutions up to M. A. classes and stipends are granted to those reading in private recognised educational institutions.

TRAVANCORE-COCHIN

Starting of Pial Schools

Pial schools are run by the Department in forest areas and in the remote villages where the Scheduled Tribes are residing. In these schools members of Scheduled Tribes are appointed as teachers. Instruction is imparted in three R's. During the financial year 1953-54, there were ten Pial schools.

Primary Education

During the academic year 1953-54, there were approximately 200 students belonging to the Scheduled Tribes in the various Primary schools. These students are given free supply of books and other school requisites. This year the number of students is expected to be almost double that of the previous year.

Secondary Education

There were 64 Scheduled Tribes students during 1953-54. They are given lump sum grant of Rs. 10 p.a. each for books and clothes and monthly stipend of Rs. 5 each. This year it is hoped there will be 120 students.

High School

Students are given full fee concession, monthly stipend at the rate of Rs. 7/- and lump sum grant of Rs. 15 each for books and clothes. There were 16 students last year and this year the number increased to 30.

Collegiate Education

During 1953-54, there was one Scheduled Tribes student. He was given full fee concession, monthly stipend of Rs. 45/- and lump sum grant of Rs. 50/-. This year there are two students.

Boarding Schools

Grants are given to private agencies for conducting boarding schools. The Servants of India Society is conducting two boarding schools, one at Orukombankutty in Charlakudy Hill and the other at Pottencadu in Munnar area. Monthly grants of Rs. 250/- and Rs. 100/- are given to these boarding schools, respectively.

Welfare Centres

For the eradication of illiteracy among the adults of the Scheduled Tribes, and for improving their cultural standard, Adult schools are proposed to be opened. These schools will be part of welfare centres and will be located in the tribal settlements.

Last year the budget provision for the Scheduled Tribes Welfare work was Rs. 1,00,000/- out of which Rs. 10,700/- was spent on education. An amount of Rs. 2,00,000/- is provided to be spent for welfare schemes for Scheduled Tribes in the current year's budget out of which Rs. 33,400/- is for education.

VINDHYA PRADESH

Payment of Non-Government Fees

The students belonging to Scheduled Castes and Scheduled Tribes have been exempted from the payment of non-Government fees *i.e.* Gram, Union, Games and Examination fees. Rs. 4,415/- and Rs. 1,585/- were paid on behalf of the Scheduled Castes and Scheduled Tribes during 1952-53, Rs. 22,431/5/6 and Rs. 28,593/- in 1953-54.

Free Distribution of Books and Stationery

Books and stationery worth Rs. 9,040/- and Rs. 7,200/- in 1952-53 and Rs. 14,661/3/3 and Rs. 8,927/5/6 in 1953-54 were distributed among Scheduled Castes and Scheduled Tribes students respectively. During the current year, books and stationery worth Rs. 9,268/12/3 and Rs. 10,266/-/6 have been distributed to Scheduled Castes and Scheduled Tribes students.

Opening and Maintenance of Night Schools

During 1952-53, Rs. 3,272/- and Rs. 1,415/- were spent respectively on the opening and maintenance of 25 night schools for Scheduled Castes and nine night schools for Scheduled Tribes. During 1953-54 all the above 34 night schools were continued and 16 Adult Mobile schools were also opened in Scheduled Areas. An expenditure of Rs. 5,783/8/9 was incurred on the Middle schools for Scheduled Castes and Rs. 5,497/9/3 were spent on Adult Mobile and night schools for Scheduled Tribes.

Scholarships (General and Technical)

Scholarships are being awarded to all the Scheduled Castes, Scheduled Tribes students. During 1952-53, Rs. 2,060/- and Rs. 2,780/- were spent respectively on the award of scholarships to 40 Scheduled Castes and 57 Scheduled Tribes students. During 1953-54, Rs. 4,088/2/- and Rs. 5,053/- were spent on the award of scholarships to 88 Scheduled Castes and 88 Scheduled Tribes students. This year the Government have, however, sanctioned allotments of Rs. 5,205/- and Rs. 4,350/- for grant of scholarships to Scheduled Castes and Scheduled Tribes students which have been placed at the disposal of District Inspectors of Schools and the Principals of the Colleges for the purpose.

Opening and Maintenance of Ashrams

During the period ending 31st March, 1953 eight Basic residential ashrams were opened through the Vindhya Pradesh Harijan Sewak Sangh and Adimjati Sewak Sangh, five Harijan Ashrams, three for boys and two for girls, three Adiwasi Ashrams, two for boys and one for girls. About 200 boys and girls were educated in these ashrams and provided free boarding, lodging and clothing facilities. The students were also trained in home crafts such as spinning, weaving etc. A sum of Rs. 52,000/- was spent on the maintenance of these ashrams.

During the period ending March 1954, two girls' ashrams at Nowgong and Govindgarh were taken over by the Government and were run departmentally. Total expenditure incurred on their maintenance was Rs. 15,842/-.

A grant-in-aid of Rs. 18,000/- was paid to the Harijan Sewak Sangh for the maintenance of these ashrams. The grant-in-aid of Rs. 18,000/- was paid to Vindhya Pradesh Adimjati Sewak Sangh for the maintenance of three Adivasi Ashrams mentioned above. Besides, five vocational residential ashrams were opened in the tribal areas through the V. P. Adimjati Sewak Sangh at a total cost of Rs. 30,000/-.

Maintenance of Two Forest Schools

Two schools were opened in the forest areas each in Bhanmarkhoh (Sidhi) and Chari (Tikamgarh) at a cost of Rs. 1,500/- each during 1952-53. These schools were continued during 1953-54.

Clothing for Students

With a view to attracting and encouraging more students belonging to Scheduled Castes and Scheduled Tribes to receive education, uniforms were given to boys and girls at a total cost of Rs. 3,000/- and Rs. 2,000/- respectively, during 1952-53. During 1953-54, uniforms worth Rs. 14,267/4/6 were given to boys and girls belonging to Scheduled Castes and Rs. 13,282/3/- were given to boys and girls belonging to Scheduled Tribes. During 1954-55, uniforms made of khadi worth Rs. 15,000/- will be given to Scheduled Castes and Scheduled Tribes students.

AJMER

There was a provision of Rs. 25,080/- during 1953-54 for the award of scholarships to the students belonging to Scheduled Castes, Scheduled Tribes and Other Backward Classes and actual amount spent during the year was Rs. 24,756/- for the award of 871 scholarships. Rs. 7,000/- were also provided for scholarships to 515 Harijan students.

Basic and Socondary Education

Basic Primary education in rural areas of the State is free. At present there are 255 Basic schools and 30 more schools will be added during the current academic year. The students who belong to the Scheduled Tribes, Scheduled Castes and Other Backward Classes are persuaded to attend school, but the results so far achieved are not encouraging. With the enforcement of Compulsory Primary Education Act shortly, it is hoped that the Backward Classes students will attend school in greater number.

In Middle and High schools as well as colleges fee concession are given to the students belonging to these classes.

Training of Teachers

Candidates belonging to Scheduled Tribes, Scheduled Castes and Other Backward Classes were given sympathetic consideration in selection for admission to the Basic Teachers' Training Institute, Ajmer.

COORG

There were 1,766 Scheduled Castes and 620 Scheduled Tribes pupils studying in various educational institutions during 1953-54. Apart from exempting these pupils from the payment of tuition fees in all educational institutions, deserving pupils were also given scholarships. Facilities, such as the supply of midday meals, milk powder, books and stationery and two sets of dress were also provided to these pupils at a cost of Rs. 60,564/9/- for Scheduled Castes and Rs. 35,942/- for Scheduled Tribes. Those pupils who were boarders in the hostels attached to the Government High schools were granted boarding grants at the rate of Rs. 25/- p.m. for a period of ten months. Two schools were exclusively started for the benefit of the Scheduled Tribes pupils at Habbab Badragola and Habbab Vantiangadi.

KUTCH

During 1953-54, a sum of Rs. 35,912/- was spent for the welfare of Backward Classes on giving grants to (*a*) Bhuj Harijan Chhatrayalaya, (*b*) Thakkar Bapa Vidyarthi Ashram, Anjar, and (*c*) Gandhi Harijan Balashram, Mandvi, for providing free lodging, boarding, education, clothes etc., and on the following other schemes :

1. Tuition fees to recognised schools.
2. Scholarships for industrial training and Higher education.
3. Books and clothes.
4. Organising Social education centres.

Rs. 1,772/- were spent on opening one school at Khirasara, near Vinza in Abadasa Taluka for the welfare of ex-criminal tribes.

Rs. 16,182/- were spent on the welfare of Scheduled Tribes under the following heads :—

1. Expenditure on Sardar Hostel, Vallabhpur.
2. Free clothes and books.
3. Organising Social education centres.
4. Organising Social education camp.

All the above mentioned schemes were continued during 1954-55. There are also the following additional schemes for the welfare of Scheduled Castes, Scheduled Tribes and Other Backward Classes.

1. Forty-five monthly scholarships are given to deserving students studying in Middle and High school classes.
2. A new hostel for 30 Harijan students is being opened at Naliya, in the Western Sub-division of Kutch.
3. A new girls' section will be added to the Sardar Hostel at Vallabhpur in the Eastern Sub-division of Kutch for Scheduled Tribes.
4. A new Basic school for Scheduled Tribes will be opened at the above mentioned place.
5. Ten new Social education centres are being opened at different villages.
6. Three new Primary schools in villages which are mainly inhabitated by the ex-criminal tribes are being opened.

MANIPUR

High Schools

The Mao Maram High School was taken over by Government in April 1954. This is the second High school in the tribal areas. Churachandpur High School was given a grant-in-aid of Rs. 200/- p.m.

Training of Teachers

Six out of the 12 tribal teachers who joined teachers' training school in 1952-53 completed their normal training course. The remaining six under-matriculate teachers continued their third year of training course. 12 Tribal teachers who joined *Guru* training course in 1953-54 completed their course. Eight out of the 12 *Guru* trainees passed the final examination. Twenty-four tribal teachers, 12 in the Normal course and 12 in the *Guru* course are now undergoing training at Imphal. The total number of trainees in the year 1954-55, including six under-matriculate teachers who are still continuing their third year of training course is therefore 26.

Three graduates from the Tribal High schools were deputed for training—two in B. T. and one in B. Ed.

M. E. Schools

Government-aided M. E. schools were taken over by Government in 1953-54 and Kangpokpi aided M. E. School was converted into Government M. E. School in 1954-55.

U. P. Schools

Provision for four additional U. P. pandits were made in the budget of 1953-54. The scheme has been duly implemented.

L. P. Schools

No new L. P. school was opened in 1953-54. But one pandit of Solitokho L. P. School was withdrawn due to shortage of pupils and with that provision an L. P. school was opened at Makhan from 1-1-54.

Additional Pandits

Nineteen pandits in 1953-54 and 27 additional pandits in 1954-55 were appointed to existing 19 L. P. schools.

Grants-in-aid to Educational Buildings

Rs. 1.7 lakhs in 1953-54 and Rs. 2 lakhs during the current year have been allotted for the improvement of educational buildings and construction of furniture out of the educational advancement grants. The entire amount was spent during 1953-54 on the construction of school building, hostels with attached kitchens and furniture.

TRIPURA

During 1952-53, 90 Primary (80 single-teacher and 10 double-teacher) schools with boarding houses were started in tribal areas and 100 teachers recruited for them. The expenditure incurred on this account was Rs. 44,200/-. Besides, lump sum grant of Rs. 14,400/- was also sanctioned from Chief Commissioner's Discretionary Grant to 25 Primary and 25 Secondary schools.

During 1953-54, more stress was laid on the reinforcement of the staff-strength of single-teacher schools with a view to improving their efficiency. This was done for 21 schools.

Two Sub-Inspectors of schools were appointed for better management and supervision of the schools started in the tribal area.

One boarding house attached to a Primary school was started. One Junior Basic school with boarding facilities attached to it was also started in the tribal area.

Rs. 17,430/- were provided for the equipment and furniture of the Primary schools.

Rs. 6,300/- were sanctioned from the Chief Commissioner's Discretionary Grant for the welfare of the Scheduled Tribes for the construction of one Primary school and one Junior Basic school.

Grant-in-aid @ Rs. 30/- p.m. was sanctioned to 18 private Primary schools started by the local pupils in the tribal areas.

The expenditure on schemes relating to Education under the Tribal Welfare amounted to Rs. 1,23,900/- in 1953-54. This excludes the lump sum grant sanctioned from the Chief Commissioner's Discretionary grant sanctioned above.

The question of providing boarding facilities to the tribal students is important since the tribal students come for Higher education. There are four boarding houses attached to four High schools and two boarding houses attached to two Middle schools.

Besides, there are 11 boarding houses attached to Primary schools. There is one Senior Basic school with boarding facilities attached to it.

There is a provision for the reservation of 55 per cent of school stipends for students belonging to Scheduled Castes, Scheduled Tribes and Other Backward Classes. Sixty-two students of the above communities were granted schools' stipends out of the total of 91.

APPENDIX A (C)

MEMORANDUM ON ITEM NO. III (C) OF THE AGENDA

Subject.—Report on the Activities and Publications of the Central Bureau of Education, including those relating to Educational Statistics.

The main work of the Publication Section is :—

(*a*) to prepare and print pamphlets, brochures and journals ;

(*b*) to print, stock and distribute all the publications of the Ministry ;

(*c*) to arrange for the exchange of Ministry's publications and to distribute gift books received from foreign countries.

'The Education Quarterly' is the most important periodical of the Ministry of Education. It was started in March, 1949 and is now in its seventh year of publication. The journal has provided useful information and material on the various educational activities and development in India as well as in foreign countries. In recent years, its scope has been widened and, with the object of increasing its direct utility to teachers and other educational workers, it has carried contributions from educationists in India and abroad on significant problems of education, educational administration and accounts of useful educational experiments.

Other publications brought out in the year 1954 are :—

1. All-India Report of Social Education for 1947-51.
2. Progress of Education in India, 1947-52—A Quinquennial Review.
3. Proceedings of the Fifth Meeting of the All-India Council for Technical Education.
4. Report of the Committee on the relationship between the State Governments and Local Bodies in the Administration of Primary Education. (Kher Committee).
5. Annual Report of the Ministry, 1953-54.
6. A Review of Education in India, 1953-54.
7. Proceedings of the First Conference of the Indian National Commission for Cooperation with Unesco.
8. Proceedings of the Eighth Meeting of the All-India Council for Technical Education. (In press).
9. A Report on Blind Welfare in the U. K. (in press).
10. Proceedings of the Sixth (Special) Meeting of the All-India Council for Technical Education. (in press)
11. Proceedings of the Seventh Meeting of the All-India Council for Technical Education. (in press).
12. Proceedings of the 20th and 21st Meetings of the Central Advisory Board of Education.

A number of publications dealing with important aspects of education have been brought out during this year :—

1. Headmasters on Secondary Education.
2. Handbook of Suggestions for Teachers in Small Rural Schools.
3. School Record, by A. N. Basu.
4. Aims and Objectives of University Education in India.
5. Student Indiscipline, by Humayun Kabir.
6. Scholarships for Scheduled Castes, Scheduled Tribes and Other Backward Classes. (Second revised and enlarged edition).

A Hindi translation of 'Student Indiscipline' (by Humayun Kabir) has also been published this year.

In order to acquaint the general public with the plans and progress of Education in India in recent years, the following publications have been brought out :—

1. Seven Years of Freedom.
2. Azadi Ke Sat Varsh—A Hindi version of 'Seven Years of Freedom.'
3. The Five-Year Plan—Schemes of Educational Development. (in press).
4. The Five-Year Plan—A Brief Review of Progress (in press).

In order to meet the general demand for more copies the second edition of 'Report of the Secondary Education Commission' (Reprint) was also published this year.

A number of Provisional Lists of Technical Vocabularies in Hindi were prepared by the Hindi Section of the Ministry of Education. Five such lists were published by this Section during the year. The subjects of the lists are Agriculture, Transport, Railways, Communications and Posts & Telegraphs.

A pioneer illustrated publication entitled 'Child Art' the first of a series of pictorial publications, was also brought out.

In the series entitled 'Studies in Education and Psychology' the following books were published in 1954 :—

1. Teachers' Handbook of Social Education (Second Edition).
2. Experiments in Teacher Training, by Menon and Kaul
3. Better Teacher Education, by K. L. Shrimali.
4. The Content of History in Indian Schools, by K. P Chaudhury.
5. Understanding Basic Education, by T. S. Avinashilingam.

Educational Statistics

The collection of educational statistics from States, universities, Centrally Administered Institutions, etc. was continued. Special efforts were made to reduce the time lag in the publication of the Annual Reports on Education by sending an officer round the States to reconcile discrepancies on the spot.

A large number of statistical enquiries from foreign countries, international organisations, Ministries of the Central Government, educationists, Planning Commission, etc., were attended to.

A set of 12 Educational Wall Charts in attractive colours was brought out. These charts cover important topics such as Progress of Education, Output of Graduates, System of School Classes, Literacy, State Educational Budgets, etc.

(*a*) The following publications were brought out :—

- (*i*) Education in the Universities in India, 1949-50.
- (*ii*) Report on the Delinquent Children and Juvenile Offenders in India, 1950.
- (*iii*) Education in the States of the Indian Union, 1950-51—A Statistical Survey.
- (*iv*) Education in Universities in India, 1950-51—A Statistical Survey.
- (*v*) Directory of Institutions for Higher Education in India, 1954.
- (*vi*) Education in Universities in India, 1951-52.
- (*vii*) Education in India, 1949-50.
- (*viii*) Education in India, 1950-51.

(*b*) The following publications will be brought out before 31st March, 1955 :—

- (*i*) Education in the States of the Indian Union, 1951-52.
- (*ii*) Education in India, 1951-52.

Information Service

Mimeographed sheets regarding facilities for study in institutions in India and overseas were brought out on a number of subjects and old information sheets were brought up-to-date. A large number of enquiries on various aspects of education relating to India and abroad received from students desirous of proceeding for higher studies, the general public, educationists, universities and State Students' Advisory Bureaux, Foreign Missions and other organisations were answered. A note containing general information for Indian students going abroad was published in the December 1954 number of " The Education Quarterly " and 1,500 off-prints obtained for free distribution.

Efforts were made to equip the reference library attached to the Section with up-to-date calendars, prospectuses and other informative literature regarding educational institutions in India and overseas. During this period (January-December 1954) over 700 persons visited the Information Section Library.

APPENDIX A (D).

MEMORANDUM ON ITEM NO. III (D) OF THE AGENDA

Subject :—Report on the Development of Audio-Visual Education in India.

During the year under review, the following developments occurred in the field of Audio-Visual Education at the Centre and in the States.

Centre

The first meeting of the National Board for Audio-Visual Education was held on May 6th and 7th, 1953, at New Delhi under the Chairmanship of Shri K. G. Saiyidain, Additional Secretary to the Government of India, Ministry of Education. The Board made several recommendations for the development of Audio-Visual education for implementation by the Centre and the State Governments. The proceedings of the meeting were published and circulated to the State Governments and educational institutions in the country and representative comments of the latter were sought on the report. In a series of circular letters issued by the Audio-Visual Section of the Ministry, the attention of the State Governments was invited to the recommendations made by the Board which were for implementation by the States. The subjects of some of these letters were the establishment of State Audio-Visual Boards, the setting up of local museums by educational institutions, the establishment of adequately stocked film libraries on a State-wise basis at least and the formulation of a uniform policy regarding the loan of films and filmstrips. The replies received from the State Governments are under examination.

In further pursuance of the recommendations made by the Board which concerned implementation by the Centre, steps have been taken by the Ministry in the following respects:

(1) In connection with the Ministry's plans for the production of educational films, the Board had approved and recommended 18 subjects on which films were to be produced by the Films Division, Ministry of Information and Broadcasting. Subsequently, however, it was decided to take up only 12 of these subjects during the year 1953-54. Synopses for nine topics have been prepared and sent to the Films Division for the preparation of detailed scripts. The actual production of the films, delayed due to the paucity of technical staff, is now well in hand.

(2) In connection with the Government's desire to encourage the production of indigenous projection equipment the Ambarnath

Factory, Bombay was approached to examine the possibility of mass manufacture of filmstrip projectors. The firm is examining the proposal of incorporating the special features of the filmstrip projector in a newly designed micro-film reader, which is already under way on a high priority basis at the Ordnance Factory, Dehra Dun.

(3) In order to encourage the establishment of film libraries on a regional basis stocked with really superior films, information regarding select films which in the opinion of the Ministry merit inclusion in a State film library, was conveyed to the State Governments, film libraries and other interested organisations in two circular letters issued in September, 1953 and December, 1954. Arrangements have also been made for the dubbing of a large number of films recommended in Hindi.

(4) The question of acquiring foreign films on an exchange-of-negative basis has been taken up with the Government of Canada and an agreement under which such exchange is possible is under consideration. An agreement with the Government of Yugoslavia for such exchange has also been finalised.

(5) For the effective implementation of the schemes pertaining to the research and development of Audio-Visual education under the consideration of the Ministry, it was felt that proper accommodation for the Audio-Visual Section was essential. Consequently, plans for the construction of an Audio-Visual Wing were finalised and a sum of Rs. 5 lakhs has been sanctioned for its construction. The design of the building has been approved and construction is expected to be taken in hand shortly.

(6) Plans for the establishment of a small research unit in the Ministry for the production of sample charts and simple visual aids has been finalised, and the unit is expected to begin functioning in the near future.

In implementation of Scheme 3 (*a*)—Training of Audio-Visual Experts—of the first Five-Year Plan (Second Year)—the Ministry organised a two-month seminar on Audio-Visual Education in Delhi during the months May to July 1954, with the object of providing thorough training to persons nominated by the States and actually associated with organising and planning Audio-Visual education in the States. Thirty trainees from 16 States received training.

The Central Film Library continued to acquire and loan films, filmstrips and other audio-visual aids. It stocks 1,916 16 mm films, 1,176 filmstrips and 328 charts and posters. Its present membership is 526 and the circulation of films during the calendar year 1954 is 8,100. The library has acquired a dozen select full-length children's entertainment films, some documentaries and feature films outstanding in the history of the cinema.

States

Ajmer :—During the year under report circulars were issued to the heads of High and Middle schools directing them to purchase and use filmstrip projectors for teaching purposes.

Educational exhibitions were arranged in various Middle and High schools of the urban and rural areas, where visual material prepared by Basic schools was shown.

Thirty-eight dry battery radio sets were purchased and sent to such villages which have no postal or transport facilities. Village teachers have been trained to operate these radio sets and programmes broadcast by All India Radio are listened to by the villagers.

The cinema and exhibition vans were further equipped with models, charts, films and accessories. The vans arranged 212 film shows in 140 villages. Lectures in the local dialect along with films and filmstrip shows were arranged on the subjects connected with the improvement of living standards and better cultivation methods.

Bhopal :—Institutions were instructed to make greater use of pictures, posters, gramophone records and other audio-visual aids. Two filmstrip projectors and a number of filmstrips were purchased. A dozen schools have been provided with radio sets.

Bihar :—A Board of Audio-Visual Education has been established to advise State Government on matters pertaining to the development of Audio-Visual education.

The Bihar Academy of Music, Dance and Drama organised a number of musical demonstrations and folk festivals. The Academy publishes a magazine called, ' Bihar Theatre '.

A centre for experiments in the production of indigenous audio-visual aids has been established. The centre, yet in its initial stages, has been able to arrange training in the preparation and manipulation of puppets. A laboratory for the production of posters by the silk-screen process has also been set up.

Entertainment parties, known as *Mod Mandalies* (*Jatra* Parties) with a collective strength of 55 local artists have been established.

These parties operating mostly in rural areas, visit schools, social centres, fairs, festivals, exhibitions etc., disseminate information and knowledge through their music and stage performances and encourage local talent.

Seventeen magic lanterns were supplied to school libraries and Social education centres situated in the rural areas, not supplied with electricity. The Social Education Board also maintains a library of 10,410 slides.

Three hundred radio sets have so far been supplied to educational institutions, of which 17 were supplied during the year under review. The institutions to which radio sets are supplied are required to meet one-third of the cost of the sets. A regular system of school broadcasts has been introduced in cooperation with All India Radio, Patna.

Film Clubs have been established in most of the High schools in the State. Six 16 mm sound film projectors were purchased and supplied to schools and approved private exhibitors. 21 films (16 mm) were added to the film library attached to the Social Education Board bringing the total to 77.

Schools have been encouraged to purchase their own projectors and maintain film libraries on a small scale for their own use. Five High schools possess their own projectors.

Seventy-five schools are covered by educational film shows arranged by authorised private exhibitors. The exhibitors are permitted to charge a maximum fee of annas five per student for at least four shows in a month and the shows are supervised by a local Audio-Visual Committee consisting of local headmasters of High schools and senior inspecting officers. The exhibitors have to maintain a regular diary of their work and obtain the remarks from the headmasters of the schools concerned on each show arranged by them. The students are required to maintain their own notes of films viewed by them. The school authorities have been instructed to include some of the important topics covered by the films in the question papers set in the school examination.

Bombay :—Training in Audio-Visual education with emphasis on the production and use of non-projected teaching aids was organised and 11 training institutions received the benefit of the course.

Circulation of technical films and filmstrips to technical and vocational training institutions was put on a more systematic basis.

Regular weekly films shows for the entertainment of children of 4-14 years age group were arranged at the "Balbhavan ", the children's recreation centre in Bombay and at the Municipal Gardens in Poona and Dharwar.

Three radio broadcasts on the subject of Audio-Visual education for Secondary school teachers and school broadcasts for children were arranged with the cooperation of All India Radio, Bombay.

Visual aids exhibitions were held at Gadag and Bombay for the benefit of Primary and Secondary school teachers and students.

Delhi :—As in the previous years, educational caravans consisting of a daylight cinema van, two mobile exhibition vans and a mobile stage have been conducting educational programmes in the rural areas. Villagers also participated in the programme.

During the year under review 259 film shows, 85 *melas*, 406 demonstrations in health and agriculture, 85 exhibitions, 85 dramatic performances and 85 inter-village tournaments were held.

Battery community radio sets have been installed in 159 villages, and in addition, 85 sets donated by the Norwegian Government are being installed. Listening in to school broadcast programmes of All India Radio forms part of regular instruction in schools.

Hyderabad :—52 film shows were arranged at various places by the mobile cinema van and some Adult education exhibitions were organised.

Programmes of folk songs, folk dances, open-air plays, *harikathas*, puppet shows, radio programmes and magic lantern projections, were organised in the Community Project Areas and National Extension Service Blocks.

A scheme to extend the benefits of Audio-Visual education to students in the High and Middle schools in the State is under consideration.

Madras :—A large number of schools were equipped with film and filmstrip projectors and radio sets. At present there are 338 schools with 16 mm projectors and 575 schools with radio sets.

Short training courses in Audio-Visual education were conducted at different centres where 50 teachers were trained in teaching methods and 200 teachers were trained in the handling and maintenance of projectors at the Central Film Library of the Education Department.

Thirty thousand film shows were given in the educational institutions with films and filmstrips hired at nominal rates from the State Film Library. Teachers were also guided in the selection of films and filmstrips for exhibition in their schools. Seventy-one films were added to the stock of the film library.

Orissa :—The Audio-Visual Education Unit arranged film shows in different centres under the Education Department and in National Extension Service Blocks and Community Development Blocks. The Department arranged programmes given by the traditional *Raja party*, aimed at the removal of untouchability.

Five documentary films produced by the Films Division, Ministry of Information and Broadcasting and four Oriya films produced by the Public Relations Department, Government of Orissa, were purchased. Six gramophone records for use in rural areas were prepared.

Punjab :—The Government Training College, Jullundur experimented in the production of cheap projectors and with the ordinary laboratory lenses, a filmstrip projector, a magic lantern and an epidiascope were prepared.

Saurashtra : Eight film shows were arranged and Rs. 6,010/- were spent in purchasing films etc., under the State Five-Year Plan.

Travancore-Cochin :—The State Audio-visual units, mobile and stationary, are functioning regularly. Fifteen High schools have been supplied with film/filmstrip projectors.

Tripura :—Fifteen Adult education centres were started and supplied with radio sets, magic lanterns with slides, gramophones with records, harmoniums, posters and charts. An epidiascope and a filmstrip projector have been purchased for use by different schools and centres by rotation. Secondary schools have been instructed to take up the preparation of simple visual aids by teachers and students.

Uttar Pradesh :—The film section of the Education Expansion Department produced six documentary films and six filmstrips. The State Board of Audio-Visual Education was constituted.

Vindhya Pradesh :—The Education Department purchased one cinema van and one publicity van which visit rural and urban areas.

West Bengal :—The Film Library attached to the Education Directorate, containing 346 films, continued to lend films to different educational institutions and social welfare organisations.

Five mobile audio-visual units were maintained at various centres; three more were sanctioned and set up during the year. One hundred and fifteen film shows were arranged.

Grants amounting to Rs. 1,99,450/- were made by the Government for the purchase of audio-visual equipment to four social welfare organisations.

Museums were set up by several B. T. schools and educational exhibitions were arranged.

A grant of Rs. 45,000/- was distributed to indigenous folk artistes with a view to revive indigenous folk arts. The training centres offered facilities for training in the art and technique of folk songs and dance.

Two officers were deputed to receive training in the production and use of audio-visual aids at the Unesco Training Course organised at Mysore. Their services are now utilised in the preparation of visual material for use in educational institutions.

According to the reports received from the States of Madhya Pradesh and Manipur no developments have taken place in this field. No reports have been received from the remaining States.

APPENDIX A (E).

MEMORANDUM ON ITEM III (E) OF AGENDA

Subject:—Report on Progress made in the Field of Technical Education.

I. MEETINGS

All-India Council for Technical Education

The Coordinating Committee held three meetings and the All-India Council held one during the period under report.

II. Five-Year Plan of Technical Education

The progress of the Five-Year Plan of Technical Education is as follows:—

A. Development of Facilities for Post-graduate Education and Research.

1. The nature and scope of development in engineering and technology at post-graduate level as laid down by the All-India Council was reported to the Board at its last meeting. The Council has selected the following subjects and institutions for post-graduate courses. On the basis of the schemes received from the institutions, the Council has also recommended grants as shown against each.

Sl. No.	Name of the institution.	Subject for post-graduate courses.	Grants recommended	
			Non-recurring.	Recurring.
			Rs.	Rs.
1	L. D. College of Engg., Ahmedabad.	Electrical Machines, Design	1,75,000	17,776
2	Birla College of Engg., Pilani.	Post-graduate course and research training in Advanced Electronics.	2,50,000	44,424
3	Institute of Radio Physics and Electronics, Calcutta University.	Do. do. do.	3,44,000	46,000
4	Government Engg. College, Jubbulpore.	Do. do. do.	1,50,000	27,800
5	College of Engg., Poona	Post-graduate course and research training in Advanced Electronics.	1,50,000	35,620
	Do.	Dam Construction, Irrigation Engg. & Hydraulics.	2,55,000	35,540
	Do.	Structural Engg., including Concrete Technology.	30,000	13,700
6	Victoria Jubilee Technical Institute, Bombay.	Automobile Engineering.	1,74,250	39,000
7	Roorkee University	Structural Engg., including Concrete Technology.	2,25,000	40,000
	Do.	Dam Construction, Irrigation Engg. & Hydraulics.	1,01,200	34,000
8	Bengal Engg., College, Sibpur.	Prime Movers	3,06,000	32,200
	Do.	Electrical-Mechanical Machines Design	46,000	22,200
	Do.	Structural Engineering including Concrete Technology.	85,000	23,000
9	Indian Institute of Science, Bangalore.	Automobile Engineering	75,000	36,300
	Do.	Postgraduate course and research training in (*a*) Advanced Electronics (*b*) Advanced Line Communication (*c*) Ultra-Short and Microwave Engineering (*d*) Advanced Electro-Accoustical Engineering.	6,03,000	89,000

Sl. No.	Name of the institution	Subject for post-graduate courses.	Grants recommended	
			Non-recurring.	Recurring.
	Do.	High Voltage, Engineering	2,00,000	26,000
	Do.	Electrical Measurements and Measuring Instruments, Transmission, Distribution and Networks Practice.	3,25,000	10,000
	Do.	Foundry Engineering	2,80,000	31,345
10	Punjab Engg. College, Chandigarh.	Highway Engineering	22,500	21,000
11	College of Engg. Guindy, Madras.	Dam Construction, Irrigation Engg. & Hydraulics.	1,89,000	41,700
	Do.	Structural Engg. including Concrete Technology.	4,94,000	41,700
	Do.	Electrical Machines Design	2,85,000	16,3000
		Total	47,64,950	7,25,505

2. In addition to the above, a few other institutions have also been selected for post-graduate development in certain subjects and the schemes received from them are under the consideration of the Council.

3. The Coordinating Committee has laid down the following general principles for the implementation of the scheme of post-graduate development:

(*a*) In the case of post-graduate courses, stability and continuance are essential to get the best results and therefore the Government should provide block grants for recurring expenditure for a period of at least seven years (including the second Five-Year Plan). Such grants should, in so far as the expenditure on staff is concerned, include only the requirements for the teaching or the guiding staff like Professors, Readers and Lecturers, while the requirements for auxiliary staff such as Mechanics, Laboratory Bearers should be met from the normal budget of the institutions concerned. As regards the working expenses, grants may be sanctioned after taking into consideration the resources of the institutions and the possible other sources from which assistance might be available.

(b) The cost of development should be shared by the Central Government and the State Governments in the proportion of 3:1 for non-recurring and 2:1 for recurring expenditure. At the end of four years, the above allocations should be reviewed and the States should progressively assume larger responsibility for the recurring expenditure so that ultimately the responsibility in this behalf between the Central Government and the State Government may be equal.

(c) Studentships of the value of Rs. 150/- per month for post-graduate courses and research scholarships of the value of Rs. 200/- p. m. should be instituted to the extent of 50 per cent of students and research workers in each institution. The expenditure of such studentships and scholarships should be met by the Central Government and the State Governments in the ratio of 3:1. The institutions concerned should supplement the above number by having additional studentships and scholarships from out of their own resources.

4. Negotiations are in progress with the State Governments concerned for the implementation of the above scheme of post-graduate development. The recommendations of the Council in so far as they relate to universities have been forwarded to the University Grants Commission for necessary action.

B. Development of Facilities at Under-graduate Level

1. As reported to the Board at its last meeting, the Regional Committees of the All-India Council have been entrusted with the task of preparing a comprehensive plan of development of facilities for under-graduate education and training in their respective areas. The Regional Committees have so far examined the question of development of 102 institutions offering courses at the first degree and diploma levels. The object is to improve the instructional facilities by way of accommodation, equipment, staff etc., for the first degree and diploma courses. Wherever necessary, the standard of the diploma courses will be brought up to the level of the National Certificate courses.

2. On the recommendations of the Regional Committees and other Committees, the All-India Council have approved the development or improvement of 67 institutions at the under-graduate level involving an expenditure of Rs. 4, 28,91,590/- for buildings and equipment, Rs. 19,22,328/- for recurring (additional) and Rs. 1,26,45,600/- interest-free loan for the construction of hostels. The development of the institutions concerned will be a joint enterprise of the Central Government and the State Government concerned and the two Governments will share the responsibility in the following manner:

(a) State-Government Institutions

Two-thirds of the non-recurring cost of development should be borne by the State Government and one-third by the Central Government. The State Government should bear the entire recurring expenditure.

(b) Non-Government Institutions

Two-thirds of the non-recurring cost of development should be borne by the Central Government and one-third by the State Government concerned and/or the institution. As regards the recurring cost, one-third should be borne by the Central Government and the balance should be borne by the institutions and the State Governments. After the expiry of the Plan period, the Central Government's share of recurring expenditure should be taken over by the State Government and/or the institution concerned.

3. Statements given in Appendices A—D show the names of institutions recommended for development, the total grants required, the share of the Central Government and the grants so far paid. The statements also include the grants sanctioned by the University Grants Commission for university institutions. The question of development of other institutions is at present under the consideration of All-India-Council for Technical Education and its Regional Committees.

4. The Coordinating Committee has laid down the following general principles for the development of Technical education at under-graduate level under the Five-Year Plan:

(a) No new Engineering college or Technical institution should be started without a thorough examination of the need for it and without prior consultation with the All-India Council.

(b) Institutions offering courses for the training of the supervisory personnel at diploma level should bring up the standard of their courses to that of the National Certificate.

(c) Private institutions established by benefactions from the general public should be placed under properly constituted Boards of Management and such Boards should generally include the representatives of the Central and State Governments, the All-India Council for Technical Education or its Regional Committee, the university concerned and prominent educationists and industrialists.

(d) No institution in receipt of grants from the Central Government should receive donations or capitation fee from the students as an inducement for admission.

(e) Institutions in receipt of Government grants should lay down the minimum standards of qualification for the various grades of teachers in consultation with the Regional Committee concerned. A proper teacher-student ratio should also be laid down.

5. The Coordinating Committee has also recommended to the Central Government that the provision under the Five-Year Plan for payment of interest-free loans for the construction of hostels should be enhanced. It has also recommended that loans be given for the construction of staff quarters at a low rate of interest subject to availability of funds. The recommendations of the Committee are under the consideration of the Government.

C. Special Projects

(a) **Management Studies:** It was reported to the Central Advisory Board at its last meeting that the All-India Council had set up an All-India Board of Technical Studies in Management for the organisation, development and coordination of management education at national level. The constitution and functions of the Board were also reported at the last meeting.

On the recommendations of the Board of Management Studies, the Government have approved the following scheme for organising facilities in (a) Industrial Engineering, (b) Industrial Administration and (c) Business Management in certain selected institutions:—

Designation of courses	Duration	Admission requirements	Centres where courses will be started
1. **Industrial Engineering.**	One-year full-time or three years' part-time.	Degree in Engg. or Technology or equivalent qualifications with at least two years' practical experience.	(*a*) Indian Institute of Technology, Kharagpur. (*b*) Victoria Jubilee Tech. Institute, Bombay. (*c*) Indian Instt. of Science, Bangalore.
2. **Industrial Administration.**	Do.	Do.	Do.
3. **Business Management.**	Do.	Degree in Arts or Commerce with at least two years' practical experience. (Academic requirements may be relaxed for the part-time course).	(*a*) All-India Institute of Social Welfare and Business Management, Calcutta. (*b*) The School of Economics and Sociology, Bombay University. (*c*) Deptt. of Economics, Madras University. (*d*) Delhi School of Economics, Delhi.

While both part-time and full-time courses will be the ultimate aim of the scheme, the above institutions excepting the Indian Institute of Technology, Kharagpur, will, to begin with, organise only part-time courses and after gaining sufficient experience and ensuring necessary staff, they will organise, later on, full-time courses. The Indian Institute of Technology will organise full-time courses, as the Institute is making necessary arrangements for the purpose.

The following grants have been approved by the Government/University Grants Commission for the institutions concerned for organising courses in management subjects:

Names of institution.	Grants approved		Remarks.
	Non-recurring.	Recurring.	
	Rs.		
1. Institute of Social Welfare and Business Management	2.25 lakhs	A miximum of Rs. 30,000 per year.	A grant of Rs. 1.50 lakhs non-recurring was paid during 1954-55.
2. Delhi School of Economics.	1.25 lakhs	Do.	University Grants Commission are taking steps to pay the grant.
3. Bombay University	2 lakhs	Do.	Do.
4. Madras University	20,000	Do.	Do.
5. Victoria Jubilee Technical Institute, Bombay.	1 lakh	A maximum of Rs. 40,000.	Steps are being taken to pay the grant.
6. Indian Institute of Science, Bangalore.	2 lakhs	Do.	Do.
7. Indian Institute of Technology.	As this is a Central Government institution, the question of giving grants does not arise.		

The All-India Institute of Social Welfare and Business Management has already started the course in Business Management and has admitted about 40 candidates, sponsored by industrial and commercial organisations. The Indian Institute of Technology also has started the course in Industrial Engineering and has admitted seven candidates. The other institutions are making arrangements for starting the courses.

The Board of Management Studies is preparing a plan of training in Foremanship and Supervision in cooperation with industry.

(b) School of Town and Regional Planning

It has been decided to establish a School of Town and Regional Planning in Delhi as a joint enterprise of the Central Government and the Institute of Town Planners (India). The School will be an autonomous body and will function as a registered society. Its administration and management will vest in a Governing Body consisting of (a) three representatives of the Government, (b) three representatives of the Institute of Town Planners (India), (c) one representative of the All-India Council for Technical Education and (d) one representative of the Institution of Engineers (India). The Secretary to the Government of India, Ministry of Education, will be the Chairman of the Governing Body.

Arrangements are being made for staff, buildings, etc., for starting the school at an early date. The school will start functioning as soon as these arrangements have been completed. A two-acre site has been allotted for the school in the Indraprastha Estate on the Delhi-Mathura Road, and steps have been taken to recruit a Director.

Detailed estimates in respect of non-recurring and recurring expenditure are being worked out by the Governing Body. The Central Government's share will be the cost of the site, buildings and running expenses. The Institute of Town Planners (India) will provide free service in the form of expert teachers from among its members.

The school will train the following types of personnel:

(a) Those who wish to take up town-planning as a profession and devote full time to its study.

(b) Those who are already in service and are actively engaged in one or more phases of town planning work.

(c) Town-planning officials who are already in employment.

(c) Printing Schools

On the recommendation of the All-India Council for Technical Education, the Government have decided to establish four regional schools of printing in accordance with the scheme prepared by the All-India Council for the training of technicians for the printing industry. Bombay, Calcutta and Madras have been selected for three of these regional schools and the question of location of the fourth school is under consideration.

The three regional schools, the location of which has been decided, will be established as a joint enterprise of the Central Government on the one hand, and the State Governments and/or the printing industry on the other. The cost of each school is estimated at Rs. 9 lakhs non-recurring and Rs. 1.92 lakhs recurring. The Central Government's share will be restricted to a maximum of Rs. 4.5 lakhs non-recurring. The Governments of West Bengal and Madras have agreed to participate in the scheme and a non-recurring grant of Rs. 1 lakh has been sanctioned to each of these State Governments during 1953-54. Negotiations are in progress with the Government of Bombay in connection with the Western Regional School. It has been laid down that each school should cater to the needs of the region concerned.

(d) Development of Facilities for Architectural Education

On the recommendation of the All-India Council, the Government have approved in principle the establishment of a School of Architecture in Madras under the aegis of the Madras University at a cost of Rs. 1.2 lakhs non-recurring and Rs. 65,000/- recurring. Two-thirds of the non-recurring cost and one third of the recurring cost is to be borne by the Central Government and the balance by the State Government and/or the University. Negotiations are in progress with the State Government for its participation in the scheme.

The Central Government and Bombay Government have also decided to increase the training facilities at the J. J. School of Art, Bombay, so as to provide for 25 additional seats for students coming from outside Bombay. The cost of this scheme is Rs. 6 lakhs non-recurring. The Central Government's share of this will be Rs. 4 lakhs, and the balance will be provided by the State Government. A grant of Rs. 4 lakhs has been sanctioned this year for expenditure on the scheme up to the end of 1955-56.

(e) Facilities for Training in Ore-dressing

The All-India Council for Technical Education has recommended that facilities for training in ore-dressing should be provided in technological institutions offering courses in Mining, Metallurgy, Chemical Engineering and Chemical Technology. The Council has also recommended that such facilities should be developed in the following institutions with grants as shown against each:

5. Dam Construction, Irrigation Engineering, Hydraulics
6. Structural Engineering
7. Electrical Communication Engineering
8. Electrical Engineering
9. High Polymers and Rubber Technology
10. Industrial Physics
11. Metrology
12. Applied Botany

The total strength of the students for post-graduate work during the coming academic year will be about 188 out of which about 50 per cent will be awarded scholarships.

IV Indian Institute of Science, Bangalore.

The scheme of development of the Indian Institute of Science, Bangalore undertaken in 1946 is nearing completion. In the Aeronautical Engineering Department, an experimental model wind tunnel has been constructed. The Internal Combustion Engineering Department has been reorganised and is investigating a number of research schemes sponsored by the Council of Scientific and Industrial Research. A Fuel and Lubricants Section is being established in the Department of Internal Combustion Engineering to study the properties of fuel and lubricants used in various engines.

In pursuance of the recommendations of the Egerton Reviewing Committtee of 1948, a new department of Applied Mathematics is also being established. In addition, on the recommendations of the All-India Council for Technical Education, post-graduate courses in different branches of Engineering and Technology are being organised as indicated elsewhere in this report. Management Studies, Industrial Engineering and Industrial Administrations will be a special feature of these courses.

V. Improvement and Development of Certain Selected Technical Institutions

The scheme of development of 15 selected non-government Engineering and Technological institutions, which was undertaken in 1947-48, is nearing completion and with the payment of Rs. 92,000 for equipment an expenditure of Rs. 162.22 lakhs would have been incurred on buildings and equipment under the scheme. An interest-free loan of Rs. 37 lakhs for the construction of hostels has also been given to the institutions.

VI. Practical Training of Students of Technical Institutions

The Scheme of Practical Training Stipends has been continued during the current year. Over 85 private industrial establishments, apart from various government departments, have provided training facilities and most of them are also sharing in the cost of stipends. Altogether 350 stipends of Rs. 150 p.m. for graduates and 125 stipends of Rs. 75 p.m. for diploma holders have been instituted in cooperation with the industry and arrangements for the practical training of the selected candidates have been made.

The All-India Council has appointed a committee to examine the Practical Training Scheme in all its aspects and advise Government in which the scheme should be continued in future years and with particular reference to method of allocation of the stipends to the institutions and selection of candidates.

Second Five-Year Plan

The All-India Council for Technical Education at its meeting held on 30.11.1954 considered the question of the second Five-Year Plan and appointed a committee under the chairmanship of Dr. S. S. Bhatnagar to formulate detailed proposals for the development of Technical education under the Plan. The Council suggested that the following items should receive special consideration:

(*i*) Provision of Integrated Schemes of Apprenticeship Training and Technical Education in the age groups 14-17 for artisans and craftsmen and 16-21 for supervisory personnel.

(*ii*) Provision of part-time Technical education facilities for adult workers.

(*iii*) Provision of sandwich courses of the degree standard: at least one centre in each important industrial centre.

(*iv*) Establishment of the Western Higher Technical Institution.

(*v*) Provision of further post-graduate courses and centres for advanced work and research.

(*vi*) Appropriate measures for attracting and retaining the right type of teachers in institutions.

(*vii*) Provision of summer schools for technical teachers and short-term refresher courses.

(*viii*) Provision of facilities on a regional basis for the training of technical teachers.

(*ix*) Institution of scholarships and free places in partnership with the State Governments—the objective being to increase the available number of such scholarships and free places—, the additional cost to be shared in equal proportions between the Central Government and the State Government concerned.

Name of Institution.	Grants recommended.		Rs.
1. Bengal Engg. College, Howrah, Deptt. of Metallurgy.	(i) Non-recurring—Equipment (ii) Recurring	... ...	30,000 4,500
2. Banaras Hindu University, Deptt. of Mining and Metallurgy.	(i) Non-recurring—Equipment (ii) Recurring	... ...	22,000 6,000
3. Indian Institute of Science, Bangalore, Deptt. of Metallurgy.	(i) Non-recurring—Equipment (ii) Recurring	... ...	35,000 2,070
4. Andhra University Deptt. of Chem. Technology.	(i) Non-recurring—Equipment (ii) Recurring	... ...	35,000 7,470
5. Annamalai University, Deptt. of Chem. Engineering.	(i) Non-recurring—Equipment (ii) Recurring	... ...	20,000 5,070
6. Madras University Deptt. of Chem. Engg., A. C. College of Technology.	(i) Non-recurring—Equipment (ii) Recurring	... ...	30,000 5,070
7. Calcutta University, Deptt. of Applied Chemistry.	(i) Non-recurring—Equipment (ii) Recurring	... ...	12,000 Nil.
8. Osmania University Deptt. of Chem. Technology	(i) Non-recurring—Equipment (ii) Recurring.	... ...	18,000 7,570
9. Bombay University Deptt. of Chem. Technology.	(i) Non-recurring—Equipment (ii) Recurring	... ...	11,000 Nil.
10. Indian School of Mines and Applied Geology, Dhanbad.	(i) Non-recurring—Equipment (ii) Recurring	... ...	55,000 2,070

The recommendations of the Council have been approved by the Government in the case of non-university institutions and by the University Grants Commission in the case of university institutions and the required grants have been sanctioned during 1953-54.

(f) Development of Art Institutions

The All-India Council for Technical Education, at its meeting held on the 30th October, 1954, recommended the following special measures for the development of Art education in the country:

(a) Each Art school should be assisted in the matter of inviting an expert artist as a Visiting Professor for a period ranging from one to four months, so that he may demonstrate his styles and techniques and inspire and influence the students.

(b) The number of visiting professors for an Art school should be restricted to one per year.

(c) The total cost of the scheme should not exceed Rs. 5,000/- per visiting professor.

(d) The cost should be borne by the Central Government and the Art school concerned in equal parts.

The recommendations of the Council are under the consideration of the Government. The All-India Council has directed its Board of Technical Studies in Applied Art to draw up a panel of experts from which the institutions may select.

The Council has also recommended to the Government to give financial assistance to Art schools for organising touring exhibitions which will demonstrate educational and instructional methods employed in the different Art schools.

(g) Science Section in the Prince of Wales Museum, Bombay.

On the recommendation of the All-India Council, the Government have approved a scheme for the establishment of a Science Section in the Prince of Wales Museum, Bombay, at a cost of Rs. 16.5 lakhs non-recurring. The Central Government's share will be Rs. 7 lakhs, and the balance is to be provided by the State Government and the Trustees of the Museum. Negotiations with the State Government in this behalf are in progress.

III Indian Institute of Technology, Kharagpur.

The establishment and development of the Indian Institute of Technology, Kharagpur has proceeded according to plan. The institute admitted this year about 300 students for under-graduate courses in the following subjects:

Electrical Engineering; Mechanical Engineering; Civil Engineering; Agricultural Engineering; Naval Architecture; Architecture and Regional Planning; Geology and Geophysics.

There are at present about 70 post-graduate and research students in the various departments of the institute.

The total cost of the institute as the scheme stands at present is:

Non-recurring	Rs. 369 lakhs
Recurring	Rs 42 lakhs

On the recommendations of All-India Council for Technical Education the institute will organise post-graduate courses in the following subjects from July 1955:

1. Civil Engineeering
2. Mechanical Engineering
3. Highway Engineering
4. Soil Mechanics and Foundation Engineering

APPENDIX 'D'

FIVE-YEAR PLAN FOR TECHNICAL EDUCATION FIRST DEGREE AND DIPLOMA COURSES.

Statement showing grants recommended and sanctioned for institutions in the Southern Region upto 30-11-54.

Sl. No.	Name of Institution.	Govt. or Non-Govt.	Grants recommended by AICTE.				Central Govt.'s		Grants sanctioned		Remarks.
			Non-recurring.			Recurring.	Non-Recurring.	Recurring.	Non-Recurring.	Recurring	
			Buildings.	Equipment	Total.						
			Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
	Non-University Institutions *Andhra*										
1	College of Engg., Kakinada.	Govt.	13,44,000	4,25,000	17,69,000	46,000	5,89,700	...	...	...	
2	College of Engg., Anantpur.	,,	13,44,000	6,80,000	20,24,000	44,700	6,74,700	...	...	...	
	Madras										
3	Central Polytechnic, Madras.	,,	4,70,000	3,20,000	7,90,000	...	2,63,000	...	...	...	
4	Karnataka Polytechnic, Mangalore.	,,	32,000	2,20,000	2,52,000	...	84,000	...	...	...	
5	Karala Polytechnic, Kozhikode.	,,	52,500	1,85,000	2,37,500	2,280	79,200	...	...	...	
6	Arthur Hope Polytechnic, Coimbatore.	,,	20,000	22,460	42,460	3,800	14,150	...	...	...	
7	Tamilnad Polytechnic, Madhurai.	,,	1,47,500	2,67,500	4,15,000	3,000	1,38,300	...	...	...	
8	Ramakrishna Mission Vidyalaya School of Engg., Coimbatore.	Non-Govt.	75,000	60,000	1,35,000	...	90,000	...	...	...	
9	A. C. College of Engg. & Tech. Karaikudi.	,,	6,87,500	23,00,000	29,87,500	2,20,000	19,91,600	73,000	6,00,000	...	
10	P. S. G. & Sons, Charities College of Tech., Coimbatore.	,,	6,87,500	20,00,000	26,87,500	75,000	17,91,600	25,000	6,00,000	...	
11	Madras Instt. of Tech., Madras.	,,	3,50,000	17,86,000	21,36,000	2,40,000	14,24,000	2,40,000	9,95,700	1,04,302	(in 1953-54)
	Hyderabad										
12	Govt. Tech. College, Hyderabad.	Govt.	1,92,000	3,30,000	5,22,000	48,100	1,74,000	...	60,000	...	
	Mysore										
13	Govt. Engg. College, Bangalore.	,,	2,50,000	7,35,000	9,85,000	12,300	3,28,300	...	1,10,000	...	
14	B. D. T. College of Engg., Devangere.	,,	1,87,500	4,12,000	5,99,500	..	1,99,800	...	65,000	...	
15	Sri Jayachamrajendra Occupational Instt. Bangalore.	,,	2,25,000	1,17,500	3,42,500	..	1,14,200	...	40,000	...	
16	Occupational Instt., Hassan.	,,	...	92,000	92,000	..	31,000	...	10,000	...	
17	D. R. R. Occupational Instt., Devangere.	,,	...	93,000	93,000	..	31,000	...	10,000	...	
18	Silver Jubilee Technological Instt., Bhadravati.	,,	58,500	90,000	1,48,500	...	49,500	...	16,000	[illegible]	
19	Occupational Instt., Chintamani.	,,	1,25,000	94,000	2,19,000	...	73,000	...	24,000	...	
20	S. K. J. Technological Instt., Bangalore.	,,	62,500	2,00,000	2,62,500	14,800	87,500	...	30,000	...	
	University Institutions *Hyderabad*										
21	Osmania University Engg. College.	Non-Govt.	1,27,000	8,97,000	10,24,000	51,600	6,83,000	17,200	...	...	University grants Commission are awaiting State Govt.'s agreement to contribute their share before payment of grant.
	Travancore-Cochin										
22	University College of Engg., Trivandrum.	Non-Govt.	1,50,000	9,56,000	11,06,000	50,000	7,38,000	17,000	...	...	
23	University Instt. of Textile Tech., Trivandrum.	,,	68,750	1,80,000	2,48,750	22,000	1,66,000	7,300	9,48,000		
24	Polytechnic Instt., Kalamessery.	,,	3,65,000	4,67,000	8,32,000	20,000	5,55,000	7,000	(sanctioned by University Grants Commission).		
5	Maharaja's Technological Instt., Trichur.	,,	2,30,000	4,25,000	6,55,000	5,000	4,37,000	1,700			
	Total ...		72,51,250	1,33,54,460	2,06,05,710	8,58,580	1,08,07,550	3,88,500	35,08,700	1,04,302	

APPENDIX 'B'.

FIVE-YEAR PLAN FOR TECHNICAL EDUCATION

(First Degree & Diploma Courses)

Statement showing grants recommended and sanctioned for institutions in the Western Region up to 30-11-1954.

S. No.	Name of Institution.	Govt. or Non-Govt.	Grants recommended by A-IC-TE.					Central Govt's share.					Grants sanctioned.		
			Non-Recurring.				Recurring.	Non-Recurring.				Recurring.	Non-Recurring.	Recurring.	Remarks.
			Bldg.	Liby.	Eqpt.	Total.		Bldg.	Liby.	Eqpt.	Total.				
	Bombay														
1.	Birla Vishvakarma Mahavidyalaya Anand.	Non-Govt.	1,82,750	30,000	2,25,865	4,38,615	...	1,21,900	10,000	1,50,600	2,82,500	...	2,47,200	...	
2.	B. V. Bhoomradd, College of Engg. & Tech., Hubli.	Do.	2,90,000	30,000	3,80,000	7,00,000	22,000	1,93,300	10,000	2,53,300	4,56,600	22,000	1,50,000	...	
3.	New Engg. College, Sangli.	Do.	79,740	30,000	5,83,500	6,93,240	35,000	53,200	10,000	3,89,000	4,52,200	35,000	1,50,000	...	
4.	L. M. College of Pharmacy, Ahmedabad.	Do.	60,000	30,000	1,27,000	2,17,000	...	40,000	10,000	84,700	1,34,700	...	42,000	...	
	Madhya Pradesh														
5.	Govt. Engg. College, Jabalpur	Govt.	...	40,000	1,50,000	1,90,000	...	...	13,300	50,000	63,300	...	25,000	...	The amount not drawn by the State Govt. who consider it inadequate. The matter under consideration of Reg. Committee.
	Madhya Bharat														
6.	Central Tech. Govt. Instt., Gwalior.	Govt.	*50,000	15,000	*1,00,000	*1,65,000	...	16,700	5,000	33,300	55,000	...	@17,000	...	***Ad-hoc* subject to adjustment** on receipt of revised scheme. @ The amount not drawn by the instt. due to shortage of time. Revised scheme is now awaited.
	Saurashtra														
7.	College of Engg Morvi	Govt.	60,000	30,000	7,00,000	7,90,000	...	30,000	15,000	3,50,000	3,95,000	...	1,30,000	...	
	Total		7,22,490	2,05,000	22,66,365	31,93,855	57,000	4,55,100	73,300	13,10,900	18,39,300	57,000	7,61,000		

APPENDIX 'C'

FIVE-YEAR PLAN FOR TECHNICAL EDUCATION—FIRST DEGREE AND DIPLOMA COURSES.

Statement showing grants recommended and sanctioned for institutions in Northern Region up to 30-11-54.

S. No.	Name of Institution.	Govt. or Non-Govt.	Grants recommended by the All-India Council for Technical Education.				Central Govt.'s share. †		Grants Sanctioned.		Remarks.
			Non-recurring.			Recurring.	Non-recurring.	Recurring.	Non-recurring.	Recurring.	
			Buildings.	Equipment.	Total.						
1	2	3	4	5	6	7	8	9	10	11	12
			Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
	NON-UNIVERSITY INSTITUTIONS :										
	Punjab										
1	Punjab Engg. College, Chandigarh.	Govt.	...	11,00,000	11,00,000	23,000	3,66,700	...	...	...	
2	Punjab Engg. School, Nilokheri.	„	*1,00,000	1,18,000	2,18,000	22,000	72,700	...	...	...	*To be sanctioned after the permanent location of the School is decided upon.
3	Guru Nanak Engg. College, Ludhiana.	Non-Govt.	4,00,000	6,50,000	@10,50,000	87,000	4,00,000	29,000	...	...	@ College Trust to provide Rs. 4.5 lakhs from the additional amount earmarked by S. G. P. C. for the College, the balance to be shared by the Central and the State Govts.
4	National Institute of Engg., Hoshiarpur.	Non-Govt.	4,40,000	4,60,000	9,00,000	61,000	6,00,000	20,400	...	...	
5	Engg. College, Ludhiana	Non-Govt.	50,000	1,10,000	1,60,000	21,000	1,06,700	7,000	...	...	
6	Govt. Tech. Instt. Ambala.	Govt.	1,82,000	4,43,000	6,25,000	92,500	2,08,300	...	...	...	
	Pepsu										
1	Shri Vishvakarma Polytechnic Instt., Phagwara.	Non-Govt.	45,000	3,00,000	3,45,000	...	2,30,000	...	...	...	
	Rajasthan										
1	M. B. M. Engg. College, Jodhpur.	Govt.	3,60,000	3,58,000	%7,18,000	1,02,000	2,36,700	...	2,36,700	...	% Reduced to Rs. 7,10,000 after financial scrutiny.
	Uttar Pradesh										
1	Hewett Engg. School, Lucknow.	Non-Govt.	3,00,000	1,60,000	4,60,000	30,000	3,06,700	10,000	...	...	
2	Civil Engg. School, Lucknow.	Non-Govt.	2,00,000	1,60,000	3,60,000	27,000	2,40,000	9,000	...	...	
3	P. M. V. Engg. College, Mathura.	Non-Govt.	2,00,000	2,90,000	4,90,000	34,000	3,26,700	11,400	...	...	
4	Tech. College, Dayalbagh, Agra.	Non-Govt.	1,90,000	3,30,000	5,20,000	72,000	3,46,700	24,000	...	...	
5	Govt. Tech. Instt., Lucknow.	Govt.	71,000	1,10,000	1,81,000	35,000	60,300	...	...	...	
6	Govt. Tech. Instt. Gorakhpur.	Govt.	80,000	1,86,000	2,66,000	35,000	88,700	...	...	...	
7	Govt. Tech. Instt., Jhansi	Govt.	30,000	55,000	85,000	12,000	(To be decided by the Railway Board)				
8	I. D. Tech. Instt., Bahjoi	Non-Govt.	1,60,000	2,27,000	3,87,000	32,000	2,58,000	10,700	...	...	
9	Govt. Central Weaving Instt., Banaras.	Govt.	2,10,000	1,70,000	3,80,000	36,000	1,27,000	...	...	...	
	Total ...		30,18,000	52,27,000	82,45,000	7,21,500	39,75,200	1,21,500	2,36,700	...	
	University Institutions										
1	Muslim University Polytechnic, Aligarh.		2,00,000	2,50,000	4,50,000	75,500	(To be decided by the University Grants Commission)				
2	Roorkee University.		5,65,000	7,65,000	13,30,000	60,000	(To be decided by the University Grants Commission)				
	Total ...		7,65,000	10,15,000	17,80,000	1,35,500					
	Grand Total ...		37,83,000	62,42,000	1,00,25,000	8,57,000	39,75,200	1,21,500	2,36,700	...	

† Subject to necessary financial scrutiny.

Note.—Grants to institutions in Punjab, Pepsu, and Uttar Pradesh will be made on receipt of State Governments' agreement to contribute their shares.

APPENDIX 'A'.

FIVE-YEAR PLAN OF TECHNICAL EDUCATION (FIRST DEGREE & DIPLOMA COURSES).

Statement showing grants recommended and sanctioned for institutions in the Eastern Region upto 30-11-1954.

S. No.	Name of the institution.	Government or Non-Government.	Grants recommended by the All India Council for Technical Education.				Central Govt.'s Shares.		Grants sanctioned.		Remarks.
			Non-recurring.			Re-curr-ing.	Non-Recur-ring	Re-curr-ing.	Non-Recur-ring	Re-curr-ing.	
			Buildings	Equipment	Total.						
1	2	3	4	5	6	7	8	9	10	11	12
			Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
	Orissa										
1	Orissa School of Engg., Cuttack.	Govt.	29,700	1,79,000	2,08,700	...	1,04,400	...	35,000	...	
	Bihar										
1	Bihar Institute of Technology, Sindri.	„	40,000	6,39,136	6,79,136	...	2,26,000	...	75,000	...	Established this year State Govt's concurrence to contribute its share of developmental cost is awaited.
2	Ranchi Engg. School	„	2,58,271	2,23,010	4,81,281	...	1,60,400	...	...	...	
3	Sindri Engg. School	„	...	43,000	43,000	...	14,300	...	...	...	
4	Bhagalpur Engg. School	Non-Govt.	2,94,996	2,23,000	5,18,006	...	3,46,000	...	...	...	Not yet established.
	Assam										
1	Prince of Wales Tech. School, Jorhat.	Govt.	56,220	37,400	93,620	...	46,800	...	16,000	...	
2	Assam Civil Engg. School, Gauhati.	„	1,26,440	94,235	2,20,675	...	1,10,300	...	36,000	...	
	West Bengal										
1	Ramakrishna Mission, Shilpamandira.	Non-Govt.	4,77,896	4,17,760	8,95,656	...	5,97,100	...	2,00,000	...	
2	Jadavpur Polytechnic	Sponsored	2,96,960	2,56,370	5,53,330	...	3,68,900	...	1,23,000	...	
3	**M. P. Instt. of Engg. & Tech, Burdwan.**	„	1,78,380	2,16,910	3,95,290	...	2,63,500	...	88,000	...	
4	K. G. Engg. Institute, Vishnupur.	„	97,440	1,38,320	2,35,760	...	1,57,200	...	53,000	...	
5	Jalpaiguri Polytechnic	Sponsored	1,28,272	1,34,110	2,62,382	...	1,74,900	...	58,000	...	
6	Hooghly Institute of Technology.	„	1,87,380	1,30,025	3,17,405	...	2,11,600	...	70,000	...	
7	Asansol Polytechnic	Govt.	51,040	1,41,750	1,92,790	...	64,200	...	22,000	...	
8	Calcutta Tech. School	Non-Govt.	*2,68,000	2,08,000	4,76,000	35,748	1,95,500	11,900	65,500	...	*Amount reduced to Rs. 1,83,000/- on financial scrutiny.
9	B. E. College, Sibpur	Govt.	15,43,994	19,50,000	34,93,994	...	11,64,700	...	...	...	Grants will be paid after the C. P. W. D. have confirmed the estimated cost of construction of buildings.
	Total		40,34,989	50,32,036	90,67,025	35,748	42,06,100	119,00	8,41,500	...	

(b) Other Backward Classes

(i) All eligible women candidates whose applications were received in time and who have been admitted to the next higher class on passing the last annual examination.

(ii) All first class men candidates. Some candidates with lower marks in some of the States whose quota of scholarships is more than the number of women and first class men applicants, have also been selected.

Between 1947 and 1953, students of these Backward Classes were not sent abroad under the scheme as suitable candidates were not forthcoming. In the year 1953-54, it was felt that a fair number of students from these communities with excellent qualifications were available and could profit from advanced studies abroad. The Government therefore decided to award six Overseas Scholarships to students belonging to these communities. Preference is given to advanced study in the subjects of Medicine, Engineering, Agriculture, Science and Technology but candidates intending to pursue other courses are also considered. Five out of six candidates selected for 1954-55 scholarships on the recommendation of the Union Public Service Commission have already joined their institutions abroad. Twelve such scholarships are being awarded for 1955-56 and these will continue to be awarded for the next five years.

Provision has also been made under the scheme for the grant of sea passage to students of these Classes who may be awarded merit scholarships for studies abroad and uptil now one Scheduled Castes and four other Backward Classes students have availed of these facilities.

APPENDIX A(F)

MEMORANDUM ON ITEM NO. III (F) OF AGENDA.

Subject:—Report on the Government of India Scheme of Scholarships to Scheduled Castes, Scheduled Tribes and Other Backward Classes.

The Government of India sanctioned in the year 1944, a grant of Rs. 3,00,000 a year for a period of five years for scholarships to Scheduled Castes for post-matriculation studies. In the year 1948-49 another grant of Rs. 50,000 was sanctioned for scholarships to Scheduled Tribes.

The Government decided to make progressive expansion in the scheme from the year 1949-50 and also decided to extend the scope of the scheme to cover Other Backward Classes. The grants made for the purpose since then have been Rs. 10 lakhs for 1949-50, Rs. 12 lakhs for 1950-51, Rs. 15 lakhs for 1951-52, Rs. 30 lakhs for 1952-53 and Rs. 62 lakhs for 1953-54.

For the year 1954-55, a budget provision of Rs. 75 lakhs was originally made for these scholarships but considering the large number of applications received from the eligible candidates (33,594), the Government of India raised the grant to Rs. 107 lakhs.

The number of scholarships awarded has increased from 665 in 1947-48 to 20,613 in 1954-55.

A statement showing the State-wise awards of scholarships made during 1954-55 is enclosed. These awards cover the following categories of candidates:

I. RENEWAL OF SCHOLARSHIPS

1953-54 scholarship-holders who have applied for renewal of their scholarships during 1954-55, provided they have passed the last annual examination and are admitted to the next higher class.

II. FRESH SCHOLARSHIPS

(a) Scheduled Castes and Scheduled Tribes

All eligible candidates whose applications were received in time and who are admitted to the next higher class on passing the last annual examination.

Statement showing Distribution of Scholarships awarded to Scheduled Castes, Scheduled and Other Backward Classes During 1954-55.

Name of the State.		Scheduled Castes.			Scheduled Tribes.			Other Backward Classes.			Grand Total.
		Fresh awards.	Renewals.	Total.	Fresh awards.	Renewals.	Total.	Fresh awards.	Renewals.	Total.	
1		2	3	4	5	6	7	8	9	10	11
					Part ' A ' States						
Andhra	... ...	474	243	717	97	54	151	433	306	739	1607
Assam	... ...	203	102	305	601	368	969	175	111	286	1560
Bihar	... ...	93	82	175	479	380	859	358	372	730	1764
Bombay	... ...	558	368	926	56	58	114	186	173	359	1399
Madhya Pradesh	... ...	459	314	773	37	27	64	279	399	678	1515
Madras	... ...	379	199	578	6	8	14	1053	887	1940	2532
Orissa	... ...	42	25	67	27	20	47	189	154	343	457
Punjab	... ...	474	270	744	9	12	21	34	...	34	799
Uttar Pradesh	... ...	2202	1230	3432	...	...	...	223	246	469	3901
West Bengal	... ...	1027	523	1550	59	41	100	56	78	134	1784
					Part ' B ' States						
Hyderabad	... ...	95	43	138	1	1	2	214	79	293	433
Jammu & Kashmir	...	10	4	14	...	...	...	11	2	13	27
Madhya Bharat	... ...	28	12	40	2	1	3	59	23	82	125
Mysore	... ...	357	202	559	...	...	...	802	209	1011	1570
Pepsu	... ...	87	19	106	...	...	...	41	13	54	160
Rajasthan	... ...	29	18	47	3	...	3	130	37	167	217
Saurashtra	... ...	6	2	8	3	2	3	69	45	114	125
Travancore-Cochin	... ...	32	5	37	...	...	...	105	37	142	179
					Part ' C ' States						
Ajmer	... ...	26	15	41	...	...	...	17	19	36	77
Bhopal	...	2	1	3	...	...	...	5	4	9	12
Coorg	... ...	...	...	...	...	...	...	31	10	41	41
Delhi	... ...	46	30	76	...	...	...	20	5	25	101
Himachal Pradesh	... ...	6	6	12	...	...	...	8	...	8	20
Kutch	... ...	...	...	...	...	...	...	3	1	4	4
Manipur	... ...	...	...	...	64	23	87	...	...	...	87
Tripura	... ...	3	4	7	17	13	30	7	8	15	52
Vindhya Pradesh	... ...	1	3	4	...	1	1	21	14	35	40
Andaman & Nicobar Islands	...	...	...	...	...	...	...	8	8	16	16
Sikkim	... ...	...	...	...	4	2	6	3	...	3	9
Total	...	6,639	3,720	10,359	1,463	1,011	2,474	4,540	3,240	7,780	20,613

APPENDIX A (G)

MEMORANDUM ON ITEM III (G) OF AGENDA.

Subject:—Report on the Government of India's Overseas Scholarships Scheme.

Modified Overseas Scholarships Scheme (Formerly Overseas's Scholarships Scheme)

On the recommendation of the Roy Committee, appointed in 1947, to review the working of the Overseas Scholarships Scheme, the scheme was modified to include the requirements of the universities, technical and research institutions as also semi-government organisations only. The Modified Scheme started functioning from 1949-50, but owing to financial stringency it remained in abeyance during 1950-51 and 1951-52. The scheme was resumed with a further modification in 1952-53, being limited only to teachers of universities and other comparable institutions and was sanctioned for a period of three years with effect from 1952-53. The scheme aims at raising the standard of instruction and research in the country. The expenditure on the training of a scholar is met by the Government of India and the sponsoring authority concerned on a 50:50 basis and the scholar is bound to serve the institution concerned for a period of three years at least on return after completion of studies abroad. During the period 1949-53, 87 scholars were sent abroad under the Modified Scheme. Of these, 51 have so far returned after the completion of their studies abroad.

In 1954, under the 1954-55 scheme, 25 scholars were selected. Of these, 16 have so far gone abroad and joined their respective universities/institutions. The remaining nine are expected to go abroad in the near future. The candidates selected under the 1954-55 scheme are paid a maintenance allowance (£382 per annum at universities/institutions in the U.K. other than Oxford and Cambridge and £420 per annum at Oxford and Cambridge, $1,500 per annum in the U.S.A. and Canada, Rs. 340/- per month in Germany, Rs. 500/- per month in Japan, Rs. 600/- per month in Sweden, S. Frs. 500 per month in Switzerland and 27,562 Francs per month in France), books, essential apparatus and study tour allowance (up to £30 per annum in the U.K., Sweden, Switzerland, and France, up to $125 per annum in the U.S.A. and Canada and up to Rs. 400 per annum in Germany and Japan) in cases where it is considered as an essential part of the scholar's study/training and sea passage expenses bothways including inland journey in India and the country of study. Tuition and examination fees are paid by the Government to university/institution direct.

The continuance of the scheme, with 25 fresh scholarships every year, has been sanctioned for a further period of four years with effect from 1955-56. Applications for 1955-56 scholarships were invited by 25.11.1954. Selection is expected to be made shortly.

Statement showing the allocation of awards under the 1954-55 scheme is appended. APPENDIX-I

Central States Scholarships Scheme.

In order to give opportunities to the students of the Centrally Administered Areas in the country, which, as the name shows, were the responsibility of the Central Government, the Government of India instituted in 1926 the Central States Scholarships Scheme. The scheme provided for the award of one scholarship, on the basis of merit, every year to a graduate domiciled in these Areas for post-graduate study/research in any branch of education for which suitable facilities did not exist in the area concerned. No awards were, however, made in 1942 to 1945 and 1949.

Because of the increase in the Area in question (now called Parts C and D States) as also in the output of graduates from them, the number of scholarships under the scheme has been increased from one to five from the year 1954-55. Only three awards were, however, made in 1954. Of these three scholars, one has reached Switzerland and commenced his study at the University of Zurich, the other is on his way to the U.S.A. and the third is expected to go to the U.S.A. in the last week of December, 1954. The scholarships are tenable for a period of three years or less depending upon the duration of the course. The scholars sent under this scheme are paid a maintenance allowance of £360 per annum in the U.K. in institutions other than Oxford and Cambridge, and £400 per annum in Oxford and Cambridge, $1,500 per annum in the U.S.A., plus second/tourists class sea passage expenses bothways including inland journey in India and the country of study. Fees are paid by the Government to the institution/university direct. Applications for the 1955-56 scholarships were invited by 10.11.1954. Preliminary selection has been made. The selection will be finalised shortly.

A statement showing the awards made under the 1954-55 scheme is appended. APPENDIX-II

3. Government of India's Foreign Languages Scholarships Scheme

The Government of India have, for a period of three years in the first instance from the year 1954-55, instituted a scheme for the award of 30 scholarships every year to suitable Indians for specialisation in certain languages of Asia and Europe. The languages chosen and the country of study are as given below:

1.	Arabic	Egypt/Lebanon
2.	Chinese	China
3.	French	France
4.	German	Germany
5.	Japanese	Japan
6.	Persian	Iran
7.	Russian	Russia/U.K./Germany/France
8.	Spanish	Spain
9.	Italian	Italy
10.	Turkish	Turkey

The purpose of the scheme, besides strengthening cultural contacts between India and the countries to which the scholars will be sent, is to cater to two important needs. Firstly, to train a band of teachers employed in institutions teaching foreign languages and thus to provide better teaching facilities in these institutions. Secondly, to meet the needs of certain services which require an increasing number of Indians proficient in foregin languages.

The candidates applying for the award of scholarships under this scheme must have studied that language and should have acquired proficiency in that language up to the standard for which facilities for instruction are available in India. They are bound to serve the sponsoring authority concerned for a period of three years at least on return after the completion of studies abroad. A specific amount of monthly maintenance allowance besides actual tuition and examination fees and the study tour allowance up to the maximum of Rs. 400/- per annum and also sea passage expenses bothways including transportation charges in India and the country of study is admissible.

Selection for the year 1954-55 has been made. Thirteen scholars for the languages—Arabic, Chinese, French, German, Persian and Russian—have been selected and they are expected to go abroad in the near future. No candidates for Japanese, Spanish, Turkish and Italian languages were selected as none was found suitable. A statement showing the names and brief particulars of scholars who have been selected under the Government of India Foreign Languages Scholarships Scheme, 1954-55, is appended (Appendix-III)

Government of India's Reciprocal Scholarships Scheme

With the object of promoting cultural relations with the Governments of those foreign countries who are, for the last few years, offering scholarships to Indian students for study in their countries, the Government of India have decided to offer scholarships from the year 1954 to the students of those countries for study in India. Under this scheme, called 'Reciprocal Scholarships Scheme', the Government of India have decided to offer a certain number of scholarships to the students of the following countries:

Name of the country	No. of scholarships allotted
1. Mexico	2
2. Yugoslavia	9
3. Italy	3
4. Norway	1
5. Belgium	1
6. Netherlands	1
7. Sweden	2
	19

Scholarships under this scheme are available for post-graduate studies in all subjects for which facilities are available in this country but particularly in Indian Philosophy, Indian History and Culture. Scholarships are generally tenable for a period of two years and selection is made every two years. The value of a scholarship is Rs. 200/- per month besides actual tuition and examination fees.

Nineteen scholars have been selected under the 1954-55 scheme, of whom 14 have so far arrived in India and joined their respective universities/institutions.

Indo-German Industrial Cooperation Scheme

Under the Indo-German Industrial Cooperation Scheme initiated in 1952-53, 69 scholars were sent for practical training in German industries and 40 for post-graduate studies. As a reciprocal measure, ten German nationals were also awarded fellowships for study in India. The scheme was not renewed in 1953-54.

The scheme was revived in 1954-55, for the award of 80 scholarships for practical training in German industries up to one year period and 15 scholarships for post-graduate studies up to two years, and for the award of ten fellowships to German nationals for study of Indian languages, Religion and Philosophy at Indian universities/institutes. Fifty-two candidates for practical training and 15 for post-graduate studies have so far been selected through a duly constituted Selection Committee. Selection of the remaining 28 candidates for practical training is pending the procurement of training facilities in Germany. So far 11 candidates selected for post-graduate studies have gone to West Germany up to 1.12.1954. The remaining candidates will be sent as soon as training arrangements for them are finalised.

Financial Implications

The candidates selected under the 1954-55 scheme will be paid by the Government, maintenance allowance @ 260 M. (about Rs. 300) per month plus the cost of return passage from West Germany. The cost of onward journey to Germany is required to be met by the candidates or their sponsoring authorities. Some of the German industries will probably pay remuneration to Indian trainees which will be deducted from the maintenance allowance payable by the Government. Scholars selected for post-graduate studies are exempt from the payment of tuition, examination fees etc. to the universities/institutes.

Selection of ten German nationals for study in India has been made on the recommendation of the German Government. Admission of six candidates has so far been secured; one of them has joined and the remaining five are expected to join their institutions shortly. Admission arrangements for the remaining candidates are in progress (correct up to 1.12.1954).

Statements showing the subjects in which the candidates have been selected for training in West German universities and for post-graduate studies and the names of authorities who have sponsored them are appended. [Appendices-IV, V and VI].

APPENDIX—I

Names and Brief Particulars of Scholars Selected under the Modified Oversees Scholarships Scheme, 1954-55.

Name.	Sponsoring authority.	Subject of study.	Duration.	Country of study.
1. Shri Abdul Hasib	Aligarh University.	Ph. D.—Monetary Theory and Problems	2½ years	U.K./ Sweden
2. Shri Oruganti Ramachandraiya.	Andhra University.	Indian Archaeology	2 years	U. K.
3. Dr. Md. Nahibuzzaman.	Assam Govt.	Surgery—F. R. C. S. (England).	2½ years (Approx.)	U. K.
4. Dr. N. L. Singh	Banaras University.	Research in Infra-red Vacuum and Microwave Spectroscopy and allied subjects of molecular structure like Chemical Physics.	2 years	Canada/ U. S. A.
5. Shri Hargobind Singh.	Bihar University.	Hons. Degree/Ph. D.—Political Sc. and Public Administration.	2 years	U. K.
6. Dr. P. K. Choudhury	Calcutta University.	High Polymers specially Plastics.	2 years	U. S. A.
7. Dr. A. Ramachandran.	Indian Institute of Sc., Bangalore	Practical Training and Research—Steam Power Generation.	2 years	U. K. & Continent.
8. Shri Suresh Narayan Singh.	Lucknow University.	Ph. D.—Micropalaeontology with special reference to Foraminifera.	2 years	U. S. A./ Japan/ Switzerland.
9. Shri C. S. Gopalakrishna Setty.	Mysore University.	Ph. D.—Electronics	3 years (Approx).	U. K.
10. Shri V. G. Bhide	Nagpur University.	Study of Electrical properties of semi-conductors/Study of the mechanism of discharge through G. M. Counters and Corona Discharge and Arc Discharge under various constraints.	3 years (Approx).	U. K.
11 Shri P. G. Puranik	Osmania University.	Infra-red and Raman Spectroscopy.	1 year	U. S. A.
12 Shri Som Datt Chopra.	Punjab University.	Ph. D.—Applied Mathematics (Hydrodynamics Turbulence).	3 years	U. K.
13 Shri Badri Narain Roy.	Patna University.	Ph. D.—Heat Engines	3 years	U. K.
14 Kumari Leela Ganesh Mulherkar.	Poona University.	Ph. D.—Experimental Embryology/ animal behaviour.	2 years	U. K.
15 Shri Om Prakash	Roorkee University.	Ph. D.—Structures Plastic Theory.	2 years	U. K.

APPENDIX—I (*Contd.*)

16	Dr. Har Swarup	Saugor University.	D. Phil. (Oxen) or Ph. D. (London),—Embryology, Ecology or Physiology of Fishes.	2 years	U. K.
17	Shri P. S. Subramaniam.	Travancore University.	M.Sc.—Machine Tools or Metrology.	2 years (Approx).	U. S. A.
18	Shri N. R. Kar	West Bengal Government.	Ph. D.—Urban Geography; Techniques of City and Landscape Planning.	3 years	Germany & U.S.A.
19	Shri H. K. Manmohan Singh.	Pepsu Government.	Ph. D./M.A. (*i*) Study of Advanced Economics Theory (*ii*) Industrial problems—Problems of planning and employment, etc.	2 years	U. K. / U. S. A.
20	Shri H. G. Venkatesh	Ministry of Education (Technical Division —I. I. T. Kharagpur).	Ph. D.—Microwave Spectroscopy.	3 years	U. S. A.
21	Shri S. K. Katrak	Bombay Govt.	M. Sc. (Eng.) Civil Engineering.	2 years	U. S. A.
22	Dr. A. U. Vasavada.	Rajasthan Government.	Certificate—Study and practice of Analytical Psychology.	2 years	Switzerland.
23	Dr. V. Subba Rao	Andhra University.	Ph. D.—Research in Pharmaceutics.	2 years	U. K.
24	Shri Dev Raj	Punjab University.	D. Litt—Application of critical methods of research to Sanskrit Literature /Role of towns in ancient Indian economy.	3 years	France
25	Shri Arun Coomar Bose.	Bihar University.	B. A. (Hons.) in Modern History with special reference to contemporary Asian Affairs.	2 years	U. K.

APPENDIX—II

Names and Brief Particulars of Scholars Awarded Scholarships under the Central State Scholarships Scheme, 1954-55.

Name of the candidate.	Place of domicile.	Subject of study.
1. Shri Lalit Kumar Pandit	Himachal Pradesh	Theoretical Physics—Field Theory and Nuclear Forces for Ph. D. Degree.
2. Shri S. K. Trehan	Delhi	Meson Theory and Nuclear Forces for Ph. D. Degree.
3. Shri Raj Kumar Verma	Delhi	Geophysics for Ph. D. Degree.

APPENDIX—III

Names and Brief Particulars of Scholars Selected for Award of Scholarships under the Government of India Foreign Languages Scholarships Scheme, 1954-55

Name of the scholar	Sponsoring authority	Language for specialisation	Country of study
1. Shri Sadruddin Amir Ansari.	Indian Council for Cultural Relations, New Delhi	Arabic language and literature.	Egypt/Lebanon
2. Shri Ejaz Ahmed	Lucknow University	Do. do.	Do.
3. Shri Sayyid Muhammed Abu Bakar Hasani.	Ministry of Information and Broadcasting	Do. do.	Do.
4. Shri N. C. Sen	Visva Bharati University	Chinese language and literature.	China
5. Mrs. V. B. Tengaonkar.	Bombay Government	French language and literature	France
6. Shri K. C. Kormocar.	Chandranagore College, Chandranagore.	Do. do.	Do.
7. Miss Saroj Bhatia	All India Radio, New Delhi	Do. do.	Do.
8. Shri B. B. Kulkarni	Bombay Government	German language and literature	Germany
9. Shri Morris Benson	Ministry of Natural Resources and Scientific Research	Do. do.	Do.
10. Shri Syed Hasan	Patna University	Persian language and literature	Iran
11. Dr. Nasir Ahmed	Lucknow University	Do. do.	Do.
12. Shri Vishwa Nath Bakshi	Ministry of Home Affairs, New Delhi	Do. do.	Do.
13. Shri C. N. Chakravarty.	Delhi University	Russian language and literature	Russia /U. K./ France/Germany

APPENDIX—IV

Statement showing the Subjects in which Scholarships have been awarded for Post-Graduate Study in West Germany under the Indo-German Industrial Cooperation Scheme, 1954-55

S. No.	Subject in which scholarship awarded	Sponsoring authority	No. of scholarships
1.	Physics	Aligarh University	1
2.	Chemistry of High Polymers	Lucknow University	1
3.	Chemical Kinetics	Sacred Heart College, Thevara, Cochin State	1
4.	Chemical Engineering	College of Engg. & Technology, Bengal.	1
5.	Carbonization of low grade coal combustion.	Do. do.	1

APPENDIX—IV (*Contd.*)

6.	Combustion with special reference to pulverized fuel burning.	Fuel Research Instt., Council of Scientific & Industrial Research	1
7.	Coke Oven Tar—high & low Temperatures.	do.	1
8.	Ionospheric and Electronic Investigation.	Council of Scientific & Industrial Research.	1
9.	Harmone Research	Central Drug Research Institute, Lucknow.	1
10.	Pharmacology with special reference to metabolism of drugs.	do.	1
11.	Agronomy	B. R. College, Agra	1
12.	Soil Microbiology	Y. N. Govt. Inter College, Gyanpur	1
13.	Botany with special reference to Plant Physiology.	Ministry of Natural Resources and Scientific Research	1
14.	Concrete Technology	Aligarh University	1
15.	Manufacture of Synthetic Drugs	Karnatic College, Dharwar	1
		Total	15

APPENDIX—V

Statement showing subjects in which Scholarships have been awarded for industrial training in West Germany under the Indo-German Industrial Cooperation Scheme 1954-55.

Subjects	No. of scholarships
Machine Tools	5
Building & Excavating Machinery	1
Mechanical handling of equipment	3
Textile Machinery	1
Diesel Engines	5
Boilers	3
Transmissions or Gear Boxes for cast iron	1
Mining Machines, Excavating Machines	1
Gauges & Measuring Instruments	1
Agricultural Harvesting Machines (except tractors)	1
Manufacture of heavy trucks & bodies	1
Mining Machinery	1
Iron & Steel	8
Ceramics—Refractory Bricks Manufacture	1
Metallurgy	4
Electrical Switchgear	4
Electrical Engineering	7
Chemical Industries	3
Gauges & Precision Instruments	1
TOTAL	52

APPENDIX—VI

Statement showing the names of the authorities whose nominees have been selected for Industrial Training in West Germany under the Indo-German Industrial Cooperation Scheme, 1954-55

Name of the sponsoring authority	No. of nominees selected
Ministry of Defence	1
Hindustan Machine Tools Ltd., Bangalore	2
Jay Engineering Works, Calcutta	1
The Premier Automobiles Ltd., Kurla, Bombay	1
Hirakud Dam Project (Ministry of Irrigation & Power)	2
Indian Institute of Technology, Kharagpur	4
The K.C.P. Ltd., Madras (Ministry of Labour)	1
Tata Iron & Steel Co., Jamshedpur	6
Ahmedabad Textile Industry Research Association (Ministry of Natural Resources and Scientific Research	1
Punjab Government	1
The Aluminium Corporation Ltd. Jaykaynagar	1
Sindri Fertilizers & Chemicals, Sindri	2
Mysore Iron & Steel Works, Bhadrawati	3
National Instruments Factory (Ministry of Production)	1
Della Engineering Co. Ltd., Meerut	1
Sanghavi & Co. Bombay	1
Hindustan Motors Ltd., Uttarpara	2
The Jaypore Mining Syndicate Ltd., Payagada, Karaput (Ministry of Labour)	1
Indian Steel & Wire Products Ltd., Jamshedpur	1
The Textile Machinery Corporation Ltd., Belghurriah	1
Structural Engg. Works Ltd., Bombay	1
Mysore Government	2
The Mysore Elec. Industries Ltd., Bangalore	1
General Electric Company of India Ltd., Calcutta	1
Andhra Government	1
College of Engineering & Technology, Calcutta	1
Jaipur Metals & Elec. Ltd., Jaipur	1
Karam Chand Thapar & Bros Ltd.	2
Indian Telephone Industries Ltd. (Ministry of Communications)	1
National Physical Lab. (Ministry of Natural Resources and Scientific Research	1
Associated Industrial Development & Co. Ltd., Calcutta	1
The Atul Products Ltd., Bulsar	2
Alembic Chemical Works, Baroda	1
West Bengal Government	1
Council of Scientific and Industrial Research (Ministry of Natural Resources and Scientific Research)	1
TOTAL:	52

APPENDIX A (H)

MEMORANDUM ON ITEM NO. III (H) OF AGENDA

Subject:—General Cultural Scholarships Scheme.

(a) **General Feature**:—The object of the scheme is to promote cultural relations with neighbouring countries and to offer educational facilities to students of countries that are not so well equipped in this respect. It was initiated by the Government of India in 1949-50 and it was decided to award 70 scholarships every year to students of Indian origin domiciled abroad and indigenous students of certain Asian, African and other Commonwealth countries. The number of fresh awards made annually has been raised to 100 with effect from 1952-53.

Two hundred and sixty scholars are studying under the scheme as on 30th November 1954 from the following countries:—

Aden, Afghanistan, British East Africa, British West Indies, Burma, Ceylon, China, Egypt, Ethiopia, Fiji, Gold Coast, Indo-China, Indonesia, Iran, Iraq, Israel, Japan, Malaya, Mauritius, Madagascar, Nepal, Nigeria, North Rhodesia, Syria, Surinam, Sudan, Tibet, Thailand and Turkey.

(b) **Value and Duration of Scholarships**:—The rate of stipend is Rs. 200/- p.m. besides capitation, tuition and university examination fees. In some cases, part scholarships ranging from Rs. 75/- p.m. to Rs. 100/- p.m. have been awarded to those who are already studying in India and needed help. A scholarship of Rs. 300/- p.m. has also been awarded during 1953-54 to a scholar-teacher from British East Africa who is teaching the Swahili language at the Delhi University besides studying himself.

The scholarship is tenable for a period necessary for the student to complete the course of study for which he is selected subject to satisfactory progress.

(c) **Subjects of Study**:—Scholarships are awarded for study in Indian universities and other educational institutions in the Arts and Humanities, Science, Agriculture, Medicine, Technology, Education, Law, Commerce, Forestry, Veterinary Science, Engineering and other allied subjects. Preference is given to students desiring to take post-graduate courses but from such countries where adequate facilities for post-matriculation education do not exist, students at the under-graduate level are also selected.

No specific number of scholarships is allotted to different subjects.

(d) **Selections**:—Selections are made by the Government of India on the recommendations of the Indian Missions abroad who are requested to send their recommendations every year by a specified date.

The allotment of scholarships to the countries are made keeping in view the needs and the demands of each country concerned and the total number of scholarships available.

The following table shows the number of scholarships awarded since the inception of the scheme in 1949-50.

Year.	No. of scholarships allotted.		No. of scholarships actually utilised.		Total utilised.	Scholars studying in India on 20-11-54	Remarks.
	Indian origin.	Non-Indian.	Indian origin.	Non-Indian.			
1949-50	30	40	32	24	56	4	
1950-51	30	40	28	24	52	13	
1951-52	29	41	23	30	53	21	
1952-53	29	41	35	60	95	52	
1953-54	33	67	30	64	94	84	
1954-55	33	67	All awards not yet finalised			86 so for arrived	
						260	

(e) The budget provision for the current financial year for the scheme is Rs. 6,25,000/- and a provision of Rs. 7,25,000/- has been made in the budget estimates for the year 1955-56.

(f) **Welfare arrangements:**—The Government of India have paid special attention to the welfare of the scholars and have taken steps to make their sojourn in India as fruitful as possible. Welfare Committees and Tour Committees have been formed at the various universities to look after the welfare of the foreign students. Historical tours and sight-seeing are also arranged so that scholars may be able to visit places of historical and cultural interest. An educational-cum-recreational Summer Camp for foreign students in Indian universities was organised at Kodaikanal by the Indian Council for Cultural Relations in May 1954. It is also proposed to hold a holiday camp of foreign scholars once a year which will be of one month's duration. This will enable the foreign scholars to mix with the students of various foreign countries and develop in them a sense of universal brotherhood. The Indian Council for Cultural Relations has also been looking to the general welfare of foreign students studying in India.

The Government of India keep a close watch on the progress of these students. Quarterly progress reports are called for from these scholars through the Principals of the institutions where they are undergoing study and their difficulties resolved as far as possible. Occasionally these scholars are also contacted by the Government of India Officers and their problems, if any, are discussed.

(g) **Appreciation of the Scheme:**—The scheme has been very well received by the Governments as well as the student-community abroad. Notes of appreciation have been received by the Government from many quarters overseas. The scheme has already begun to play its part in developing cultural relations and fostering better understanding between India and the participating countries. The introduction of the scheme has aroused interest in the foreign countries, particularly the African countries, to have their children educated in India and there has been a gradual increase in the flow of foreign students to India.

APPENDIX A (J)

MEMORANDUM ON ITEM NO. III(J) OF AGENDA

Subject:-Government of India's scheme for the award of scholarships to foreign students for training in Cottage Industries and other vocational subjects.

The Government of India approved in 1953-54 a scheme for the award of 25 scholarships for a period of two years to trainees from East and Central Africa for training in Cottage Industries and other vocational subjects, such as tailoring, weaving, shoemaking, mechanics, carpentry, fitting etc., which will enable them to earn their living on return to their country. The terms of scholarships are as follows:—

(a) Each scholar selected under the scheme is entitled to a stipend of Rs. 75/- p.m. inclusive of tuition and examination fees.

(b) Deck class passages from the port of embarkation in Africa to the port of disembarkation in India and back in deserving cases.

(c) The scholarship is tenable for a period of two years from the date the scholar joins the institution or till the end of the final examination, whichever is earlier.

No separate provision was made for the scheme in question during 1953-54 and the expenditure was debited to the provision made for the General Cultural Scholarships Scheme.

Since the scheme proposed in 1953-54 was sanctioned late in the year, only one scholar from East Africa, Mr. B. K. M. Ogol, who was already in India, was selected. No other application was received.

The scheme has been extended in 1954-55 to Mauritius, British West Indies and Fiji. In the case of Fiji, as there is no sea service between Fiji and Sydney and there is no deck class on the ships plying between Sydney and Bombay, it has been decided to give air passage from Fiji to Sydney and tourist class sea passage from Sydney to Bombay and back. The following is the allocation of scholarships for 1954-55.

Name of the country	No. of scholarships allotted
Africa (British and Central)	16
Mauritius	2
British West Indies	5
Fiji	2

A separate provision of Rs. 28,000/-has been made in the budget estimates for 1954-55 for the scheme. Applications for the award of scholarships during 1954-55 were received late in the year. As it was not possible to arrange the placement of the selected scholars during 1954-55, selection of 16 candidates has since been provisionally made for being placed during 1955-56. In view of this, the provision of Rs. 28,000/- allotted during 1954-55 could not be availed of except on the stipend of one scholar who was selected during 1953-54 and who will continue to receive his stipend up to the end of December, 1954.

A provision of Rs. 28,000/- has been made in the budget estimates for the year 1955-56 in respect of this scheme.

APPENDIX A (K)

MEMORANDUM ON ITEM NO. III (K) OF AGENDA

Subject:-Work done with regard to the rehabilitation of students and teachers displaced from Pakistan.

In the Memorandum submitted in the 21st meeting, it was stated that financial assistance to displaced students would be continued in the year 1954-55. The figures for the year 1953-54 regarding the amount spent on financial assistance to displaced persons in different States and the number of students benefited will be found at Annexure 'V'.

New schools for Displaced Persons: During the year 1953-54, 11 new schools for displaced persons were opened by the Government f West Bengal and a sum of Rs. 5,29,634 was spent on the extension f buildings of 66 Secondary schools. No new disrupted institution was revived during the year 1953-54. The Government of Rajasthan started 23 schools (19 Government and four privately managed). The expenditure on this account incurred by that Government amounted to Rs. 34,91,264. The Government of Madhya Pradesh spent Rs. 1,41,819 on maintaining State Government schools and making grants to local bodies and private managements for the same. The Punjab Government spent Rs. 4,93,500 and Madras Rs. 2,784/15/- on this account. The Delhi State Government opened 22 new Government schools, while the local bodies and private management opened ten and nine schools respectively where majority of students consists of displaced persons.

The Ministry of Rehabilitation has set aside Rs. 7 lakhs for the year 1954-55 for grants to disrupted institutions, and the applications are being examined.

Certificates: The work of assisting displaced and other persons who lost their original certificates during the disturbances continues and during the year under review, 134 certificates were issued by the Punjab University (Solan) on the basis of verification of statements made by this Ministry. Three certificates were obtained from Pakistan through the Indian High Commissioner at Karachi and 17 from the Punjab University, Lahore, through our Deputy High Commissioner at Lahore. The statements of qualifications of 43 European teachers who left India after Independence were verified by this Ministry to help them in finding jobs in England. Reference of 58 statements of qualifications received from the various Ministries were verified from the record available in this Ministry.

Provident Funds: The Government of India in the Ministry of Communications have appointed Liaison Officers on a reciprocal basis to work in Pakistan in order to obtain speedy verifications of the claims of provident funds of teachers and other savings bank accounts. The progress is being watched. The Government of the Punjab has now decided that the provident funds of displaced teachers in various cooperative banks in the Punjab (India) should be paid according to the amount of their verified claims from the realisation account of the Muslim evacuee depositors lying with the Provincial Cooperative Bank, Limited, Jullundur, without waiting for the release of such deposits which are lying with the West Punjab (Pakistan). All claims of non-Muslim displaced teachers for provident funds deposited in cooperative banks in Punjab (P) are being paid to the claimants by the said bank.

ANNE

Statement showing work done with regard to the educational

Name of State.	Amount spent on stipend to		Cash grants to High and Middle schools		Freeships.		No. of students	
	(a)	(b)	(a)	(b)	(a)	(b)	Stipends.	
	College Students.	Technical Students	Primary Students	High Class Students	Primary Students	High Class Students	College.	Technical.
1	2		3		4		5	
	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.		
Part ' A ' States.								
Andhra ...	...	3,549 0 0	...	40 0 0	...	112 8 0	...	5
Assam ...	55,451 14 0	54,052 6 0	5,905 0 0	75,514 12 0	8,075 -6 0	1,54,336 14 0	517	274
Bihar ...	1,310 0 0	15,597 0 0	Figures not available.	Figures not available.	Figures not available.	Figures not available.	13	44
Bombay ...			Information not received.					
Madhya Pradesh ...	2,100 0 0	28,645 0 0	6,914 0 0	16,010 0 0	1,846 0 0	34,366 0 0	7	67
Madras ...	455 0 0	4,393 6 0	2 0 0	400 0 0	14 0 0	1,903 0 0	2	7
Orissa ...	232 0 0	360 0 0	770 0 0	2,409 0 0	*	*	2	6
Punjab ...	3,01,809 7 0	...	4,245 0 0	4,11,688 0 0	882 1 0	6,65,805 0 9	1,989	...
Uttar Pradesh ...	64,048 0 0	1,14,848 0 0	16,989 8 0	53,078 0 0	1,15,634 4 0	3,90,626 13 0	341	276
West Bengal ...	9,71,407 0 0	4,55,563 0 0	30,180 0 0	11,41,190 0 0	4,01,543 10 0	21,66,283 14 0	*2,309	2,654
	13,96,813 5 0	6,77,007 12 0	65,005 8 0	17,00,329 12 0	5,27,995 5 0	34,13,433 1 9	5,180	3,333
Part ' B ' States.								
Hyderabad ...	360 0 0	1,580 0 0	94 0 0	240 0 0	1,229 11 6	936 0 0	2	7
Jammu & Kashmir ...		Information not received.						
Madhya Bharat ...		Information not received.						
Mysore ...	2,280 0 0	2,520 0 0	3,186 0 0	7,014 0 0	...	...	11	10
Pepsu ...	29,449 4 0	43,008 14 6	10,828 0 0	50,636 2 0	...	78,449 8 0	98	115
Rajasthan ...	5,600 0 0	14,151 0 0	6,286 0 0	18,318 0 0	3,787 0 0	2,290 12 0	36	147
Saurashtra ...	14,550 0 0	6,122 8 0	8,494 0 0	7,270 0 0	...	...	30	25
Travancore-Cochin ...	...	...	...	...	...	201 0 0	...	...
Total ...	52,239 4 0	67,382 6 6	28,888 0 0	83,478 2 0	5,016 11 6	81,877 4 0	177	304
Part ' C ' States.								
Ajmer-Merwara ...	22,233 0 0	22,500 0 0	4,885 0 0	4,083 0 0	Free	5,000 0 0	60	55
Andaman & Nicobar Islands. ...	...	...	...	...	Free	432 0 0	...	...
Bhopal ...	...	...	...	1,500 0 0	...	...	...	...
Bilaspur ...	...	...	26 0 0	150 0 0	...	78 12 0	...	...
Coorg ...	...	...	...	...	...	...	...	...
Delhi ...	34,158 0 0	2,21,551 0 0	42,790 0 0	1,49,220 0 0	...	1,72,226 0 0	339	913
Himachal Pradesh ...	...	...	152 0 0	530 0 0	Freeships to all	2,351 9 0	...	...
Kutch ...	2,400 0 0	...	1,112 0 0	2,840 0 0	3,520 8 0	8,138 2 0	4	...
Manipur ...	...	...	950 0 0	921 0 0	435 0 0	1,224 0 0	...	...
Tripura ...	13,990 0 0	6,190 0 0	22,345 1 3	1,11,720 0 0	1,01,430 4 0	2,02,860 0 0	35	12
Vindhya Pradesh ...	2,086 4 0	2,928 0 0	694 0 0	1,100 0 0	...	...	6	2
Total ...	74,867 4 0	2,53,169 0 0	72,954 1 3	2,72,064 0 0	1,05,385 12 0	3,92,310 7 0	444	982
Grant Total of Parts ' A ', ' B ' & ' C ' States.								
'A' States ...	13,96,813 5 0	6,73,458 12 0	65,005 8 0	17,00,289 12 0	5,27,995 5 0	34,13,321 9 9	5,180	3,333
'B' States ...	52,239 4 0	67,382 6 6	28,888 0 0	83,478 2 0	5,016 11 6	81,877 4 0	177	304
'C' States ...	74,867 4 0	2,56,718 0 0	72,954 1 3	2,72,104 0 0	1,05,385 12 0	3,92,422 15 0	444	982
Grand Total ...	15,23,919 13 0	9,97,559 2 6	1,66,847 9 3	20,55,871 14 0	6,38,397 12 6	38,87,621 12 9	5,801	4,619

ilitation of displaced persons during the year 1953—54.

ed.		No. of students benefited.		New Schools started for refugees in 1953-54.			Amount spent on the maintenance of Refugee Schools from the local and Central Revenues in 1953-54.			Number of institutions disrupted in Pakistan which have been revived in India during the year 1953-54.	Remarks.
Cash grants.		Freeships.		Govern-ment.	Local Board.	Private.	Government.	Local Boards.	Grant to Privates.		
h.	Primary.	High.	Primary.								
		6		7			8			9	10
							Rs. a. p.	Rs. a. p.	Rs. a. p.		
3	...	3	...	...	...	...	...	...	...	Nil.	
,144	1,425	11,839	741	...	...	...	...	...	14,400 0 0	Nil.	
vail-	Not available.	Not available	Not available	...	...	...	...	...	...	Nil.	
		Information not received.									
2,913	3,386	1,413	736	...	...	...	...	*1,41,819 0 0	*7,807 0 0	Nil.	*Amount spent by the State Govt. on the maintenance of the Refugee Schools managed by local bodies and private managements.
33	1	33	1	...	...	...	...	...	2,784 15 0	Nil.	
130	118	130	118	...	...	...	6,557 0 0	...	...	Nil.	*The amount foregone by granting free studentship to displaced students is reimbursed by giving additional grants to the schools concerned from the Education Budget. A sum of Rs. 516 was spent on two deaf and dumb students.
7,527	1,394	37,527	1,394	...	...	...	...	...	4,93,500 0 0	Nil.	
4,443	8,227	10,745	7,293	...	...	...	...	...	...	Nil.	
40,307	6,036	42,251	13,763	118	Not given	Not given	34,91,263 0 0	...	...	11	*66 Secondary schools were assisted with grants for the extension of buildings. A sum of Rs. 5,29,634/- was spent on these schools.
87,500	20,587	1,03,941	24,046	120	...	...	34,97,820 0 0	1,41,819 0 0	5,18,491 15 0	11	
21	47	21	47	...	...	...	...	...	...	Nil.	
		Information not received									
		Information not received									
246	117	...	...	...	...	...	5,729 0 0	...	1,290 1 0	Nil.	
4,398	5,414	2,933	...	...	...	...	...	...	...	Nil.	No institution has been revived in Pepsu during the year 1953-54.
1,477	2,691	4,050	1,111	...	...	...	...	2,49,156 8 0	6,249 0 0	Govt. 19 Priv. 4 23	
609	3,264	838	6,018	...	...	...	1,32,700 0 0	...	...	Nil.	
...	...	3	...	...	...	...	...	...	...	Nil.	
751	11,533	7,845	7,176	...	...	...	3,87,576 8 0	...	7,539 1 0	23	
507	1,324	225 Free	...	...	...	...	...	...	...	Nil.	
...	...	14 Free	...	2	...	...	7,570 0 0	...	...	Nil.	
58	...	554	4,794	...	...	...	Approximate 75,461 3 0	...	...	Nil.	
12	13	6	...	...	...	...	...	...	...	Nil.	
...	...	...	...	...	...	...	...	...	...	...	
12,706	21,395	47,457	...	*22	*10	*9	...	...	...	Nil.	*These schools are not opened for the refugee children but the majority of children in these schools are refugees.
45	61	138 All	...	...	...	...	...	...	...	Nil.	
237	549	177	379	...	...	...	...	...	22,396 0 0	Nil.	
31	230	31	40	...	...	...	*6,832 6 0	...	...	Nil.	*As pay of teachers.
3,622	4,469	3,622	8,938	19	...	...	87,000 0 0	...	...	Nil.	
10	395	...	...	...	...	...	...	...	...	Nil.	
17,228	28,436	52,224	14,151	43	10	9	1,76,863 9 0	...	22,396 0 0	Nil.	
87,500	20,587	1,03,941	24,046	120	...	...	34,97,820 0 0	1,41,819 0 0	5,18,491 15 0	11	
6,751	11,533	7,845	7,176	...	...	...	3,87,576 8 0	...	7,539 1 0	23	
17,228	28,436	52,224	14,151	43	10	9	1,76,863 9 0	...	22,396 0 0	Nil	
,11,479	60,556	1,64,010	45,373	163	10	9	40,62,260 1 0	1,41,819 0 0	5,48,427 0 0	34	

APPENDIX A (L)

MEMORANDUM ON ITEM NO. III (L) OF AGENDA

Subject: Developments in Basic (Primary & Middle) Education, 1953-54.

At the 20th meeting of the Central Advisory Board of Education held at New Delhi on the 9th and 10th November, 1953, the Board, while considering the report on the Developments in Basic (Primary & Middle) Education—1951-52, recommended as follows:—

(*i*) The summary of the reports submitted by the various State Governments on Basic education should be modified so as to include data on the productive aspect of Basic education;

(*ii*) The present form on which the State Governments furnish their reports should be modified so as to include data on the productive aspect of Basic education;

(*iii*) The Board appointed a Sub-Committee consisting of Sarvashree E.W. Aryanayakam, D. C. Pavate and J. C. Mathur (Convenor) to suggest the necessary modifications.

The revised proforma approved by the Committee was circulated to the State Governments. The information so far received from the State Governments of Manipur, Tranvancore-Cochin, Bhopal, Coorg, Kutch, A. & N. Islands is attached.

MANIPUR

1. Serial No. 1.
2. Types of Institutions—Urban Junior Basic School.
3. Number of institution with grades—one (I-V).
4. Number of pupils in these institutions class-wise—

$$\frac{\text{I}}{2},\ \frac{\text{II}}{8},\ \frac{\text{III}}{16},\ \frac{\text{IV}}{4},\ \frac{\text{V}}{10}$$

Total in all institutions—40; average—8.

5. Number of trained teachers—4
6. Number of untrained teachers—Nil

7. Expenditure on teachers, salaries and D.A.—From Is January, 1954 to March, 1954/- Rs. 647-4-0.

8. (a) Expenditure on contingencies other than raw materials — Rs. 693-10-0.
   (b) Rent rates and taxes—Nil.
   (c) Salaries of menials—Rs. 87/2/- Chowkidar.
   (d) Travelling Allowance—Nil.
   (e) Recurring cost of raw materials—Rs. 486/-.

9. Contingencies non-recurring.
   (a) On house building—Rs. 8700/-,
   (b) Land—Nil,
   (c) Equipment and appliances—Rs. 2491/-,
   (d) Working capital—Nil,
   (e) Irrigational facilities—Nil.

10. Quantity of goods produced during the year.
    in weight—Nil.
    or Yardage—Nil.
    or Size—Nil.

11. Money value of produced goods during the year—Nil.
12. Money value of produced goods of the previous stock—Nil.
13. Money value of the quantity sold during the year—Nil.
14. Money value of the unsold quantity in stock at the end of the year—Nil.
15. Value of the raw materials in stock of the previous year—Rs. 486/-.
16. Value of raw materials supplied afresh during the year—Nil.
17. Total value of raw materials available during the year —Rs. 486/-.
18. Total value of raw materials used during the year—Nil.
19. Value of raw materials in balance at the end of the year —Nil.
20. Total income during the year—Nil.
21. Total earning during the year—Nil.
22. Total treasury deposit during the year—Nil. (from different heads).
23. Other savings effected as a result of community life

(i. e. pay and allowance of menials, expenditure on repairs of buildings and furniture etc.), total—Nil, average—Nil.

(a) Percentage of (money value) goods produced and expenditure—Nil.

(b) Percentage of money value of quantity sold and expenditure—Nil.

25. Net cost—Nil.
26. Cost per capital (in rupees)—Nil.

TRAVANCORE-COCHIN

1. Serial No. 1.
2. Types of institutions—Basic School (Primary) attached to the Basic Training Institution, Cherpu.
3. Number of institutions with grades—One—Grades I, II, and III.
4. Number of pupils in these institutions, class-wise,—

Grade I-23
Grade II-13
Grade III-6

42

5. Number of trained teachers—3
6. Number of untrained teachers—Nil
7. Expenditure on teachers salaries, and D.A. } Pay-Rs.1266 D.A.-Rs. 970/-.
8. (a) Expenditure on contingencies other than raw materials —Nil.
   (b) Rent—rates and taxes—Nil.
   (c) Salaries of menials —Nil.
   (d) Travelling allowance —Nil.
   (e) Recurring cost of raw materials—Rs. 89-7-6.
9. Contingencies non-recurring.
   (a) On house building —Nil.
   (b) Land —Nil.
   (c) Equipment and appliances Rs. 46-8-0.
   (d) Working capital —Nil.
   (e) Irrigation facilities —Nil.

10. Quantity of goods produced during the year.
in weight
or yardage—538½ hanks.
or size.

11. Money value of goods produced during the year—Rs. 126-4-0

12. Money value of produced goods of the previous stock —Rs. 16-10-0

13. Money value of the quantity sold during the year—Nil.

14. Money value of the unsold quantity in stock at the end of the year.

15. Value of raw materials in sotck of the previous year—Nil.

16. Value of raw materials supplied afresh during the year —Rs. 89-7-6.

17. Total value of raw materials available during the year —Rs. 89-7-6.

18. Total value of raw materials used during the year —Rs. 89-7-6.

19. Value of raw materials in balance at the end of the year —Nil.

20. Total income during the year—Rs. 126-4-0.

21. Total earning during the year—Rs. 126-4-0 *minus* Rs. 89-7-6= Rs. 36-12-6.

22. Total treasury deposit during the year (from different heads). —Nil.

23. Other savings effected as a result of community life (i.e. pay and allowance of menials, expenditure on repairs of buildings and furniture etc.).—Pay Rs. 96/- Allowance Rs. 36/-

Total—Rs. 132-0-0 (of sweeper).

24. (a) Percentage of (money value) goods produced and expenditure—141.1.

(b) Percentage of money value of quantity sold and expenditure—Nil.

25. Net cost—Rs. 2373-15-6 (including establishment expenditure).

26. Cost per capita (in rupees)—Rs. 3-0-0 (excluding establishment charges).

BHOPAL

1. Serial No.

2. Types of institutions—Junior Basic schools.
3. Number of institutions with grades—16 with Grades I-V.
4. No. of pupils in these institutions

I	II	III	IV	V	Total
538	115	95	33	26	807

Total in all institutions—50 Average.

5. No. of trained teachers—16.
6. No. of untrained teachers—13.
7. Expenditure on teachers salaries, and D.A.—Rs.26,796/-
8. (a) Expenditure on contingencies other than raw materials —Rs. 150/-
   (b) Rent, rates and taxes —Nil.
   (c) Salaries of menials —Nil.
   (d) Travelling allowance —Nil.
   (e) Recurring cost of raw materials —Rs. 26/9/6.
9. Contingencies non-recurring:
   (a) On house building—150/-;
   (b) Land;
   (c) Equipment and appliances—;
   (d) Working capital;
   (e) Irrigation facilities—Rs. 1,580/.
10. Quantity of goods produced during the year
    in weight
    or yardage—6½seers yard.
    or size.
11. Money value of goods produced during the year—Rs. 45/8/-.
12. Money value of produced goods of the previous stock——.
13. Money value of the quantity sold during the year——
14. Money value of the unsold quantity in stock at the end of the year—Rs. 45/8/-.
15. Value of raw materials in stock of the previous year —Rs. 87/11/-.
16. Value of raw materials supplied afresh during the year. —Rs. 26/9/6.
17. Total value of raw materials available during the year. —Rs. 114/4/6.
18. Total value of raw materials—used during the year—Rs. 42/-.

19. Value of raw materials in balance at the end of the year. —Rs. 72/-.

20. Total income during the year—Nil.

21. Total earning during the year—Nil.

22. Total treasury deposit during the year (from different heads).

23. Other savings effected as a result of community life (i.e., pay and allowance of menials, expenditure on repairs of buildings and furniture etc.) Total......average 3.7 per cent.

24. (a) Percentage of (money value) goods produced and expenditure—Nil.

(b) Percentage of money value of quantity sold and expenditure—Nil.

25. Net cost————

26. Cost per capita (in Rupees)—.

COORG

1. Serial No. 1.
2. Types of institutions—Government Middle schools.
3. Number of institutions with grades. 15. From Standard I to V and From I to III
4. Number of pupils in these institutions class-wise.

I Standard—1,147
II Standard—866
III Standard—886
IV Standard—877
V Standard—868
I Form—807
II Form—606
III Form—663

Total in all institutions 6,720
Average 448.

5. Number of trained teachers—106.
6. Number of untrained teachers—69.
7. Expenditure on teachers salaries, and D.A.

Rs. 96,216/- per year (Salaries)
Rs. 92,820/- per year (D.A.)

8. (a) Expenditure on contingencies other than raw materials —Nil.

(b) Rent, rates and taxes—Nil.

(c) Salaries of menials. Pay—Rs. 2,520/- per year, D.A. Rs. 7,200 per year.

(d) Travelling allowance—Nil.

(e) Recurring cost of raw materials—Nil.

9. Contingencies—non-recurring.

(a) On house building—Nil.

(b) Land—Nil.

(c) Equipment and appliances ...Expenditure of Rs. 10,000/- met by Government.

(d) Working capital

(e) Irrigational facilities—Nil.

10. Quantity of goods produced during the year in weight or yardage or size Vegetables were grown by students and the actual weight of the production is not maintained.

11. Money value of goods produced during the year. Not valued (Nil.).

12. Money value of goods produced of the previous stock. —Nil.

13. Money value of the quantity sold during the year.—Nil (Not valued).

14. Money value of the unsold quantity in stock at the end of the year —Nil.

15. Value of raw materials in stock of the previous year—Nil.

16. Value of raw materials supplied afresh during the year. —Nil.

17. Total value of raw materials used during the year—Nil.

18. Total value of raw materials used during the year—Nil.

19. Value of raw materials in balance at the end of the year —Nil.

20. Total income during the year—About Rs. 150/-

21. Total earning during the year—About Rs. 150/-

7. Expenditure on teachers' salaries, and D.A. Rs. 17,356/- (including pay)

8. (a) Expenditure on contingencies other than raw materials Nil

   (b) Rent, rates and taxes Nil

   (c) Salaries of menials—Rs. 4,500/- per annum.

   (d) Travelling allowance—Rs. 705/-

   (e) Recurring cost of raw materials—Nil.

9. Contingencies—non-recurring.

   (a) On house building

   (b) Land

   (c) Equipment and appliances

   (d) Working capital

   (e) Irrigational facilities—Nil.

10. Quantity of goods produced during the year in weight, 298½ seers of vegetables @ 0-6-0 per seer or yardage. or size 1033 No. of different varieties of baskets.

11. Money value of goods produced during the year —Rs. 467-11-0

12. Money value of goods produced of the previous stock—Nil

13. Money value of the quantity sold during the year —Rs. 265-6-0.

14. Money value of the unsold quantity in stock at the end of the year—Rs. 92-5-0.

15. Value of raw materials in stock of the previous year—Nil. 16. Value of raw materials supplied afresh during the year—Nil. 17. Total value of raw materials available during the year—Nil. 18. Total value of raw materials used during the year—Nil.	Raw materials are obtained from the jungle free of cost.

19. Value of raw materials in balance at the end of the year —Nil.

20. Total income during the year—Rs. 467-11-0.

21. Total earning during the year—Rs. 467-11-0.

22. Total treasury deposit during the year—Rs. 170-0-0 R.C.
(from different heads) Rs. 93-10-0 Dep:
Rs. 111-12-0 Ist April.

23. Other savings effected as a result of community life (i.e. pay and allowances of menials, expenditure on repairs of buildings and furniture etc.)

    Total average—Nil. *

24.	(a)	Percentage of (money value) goods produced and expenditure	Not applicable.
	(b)	Percentage of (money value) quantity sold and expenditure	

25. Net cost—Rs. 22,093-5-0.

26. Cost per capita (in rupees)—Rs. 152/- approx:

*As raw materials are obtained from the jungle free, the question of working out percentage does not arise.

APPENDIX A (M)

MEMORANDUM ON ITEM III (M) OF AGENDA

Subject:—Report on the Education of the Handicapped.

Bharati Braille has been finalised. A pamphlet containing the final charts and the rules for reading and writing in Bharati Braille is under preparation. The final charts will be submitted to the Board as soon as possible. Meanwhile, the Central Braille Press at Dehra Dun has produced several books in Hindi and other regional languages.

The work of devising contracted Braille for Hindi is going ahead. The basic principles have been worked out. Details are being worked out in the Ministry. The contracted Braille code for Hindi will be submitted to the Board as soon as possible.

An international conference was held in Paris from the 22nd to the 30th July, 1954, under the auspices of Unesco to consider the possibility of evolving a single Braille music notation for the world. An officer of this Ministry attended the conference as a representative of the Government of India. The deliberations of the conference resulted in a substantial measure of agreement on a uniform system of Braille notation for Western music. A concrete system for the various Eastern systems of music could not be worked out at the conference, but a set of guiding principles was agreed upon. The conference also set up machinery to carry out further experiments with a view to evolving a more satisfactory system of writing music in Braille. Details of a notation for Indian music based broadly on the recommendations of the conference are being worked out in this Ministry. The code will be submitted to the Board as soon as it is finalised.

The Training Centre for the Adult Blind continues to make steady progress. During the period under review a small sheltered workshop has been established as part of the Centre. At present there are only ten blind workers in this workshop, but it is proposed to increase the number to 25 during the next financial year. A sum of Rs. 1,50,000 has been provided in the next year's budget for the construction of new buildings for the sheltered workshop.

The workers in this workshop practise two trades, namely, chair caning and the weaving of woollen textiles. The average income of a chair-caner is between Rs. 60 and 75 p.m., while that of a weaver is between Rs. 90 and 130 p.m. In addition, the workers are provided with free accommodation and medical aid.

During the period under review, the Centre has established a small office at Madras in order to find employment for ex-trainees of the Centre in ordinary industry. This experiment is still in its initial stages.

Funds have been provided in the next year's budget for continuing the experiment in finding works for blind persons in ordinary industry and also for undertaking a new scheme of home workers. Under this scheme it is proposed that suitable trainees will be provided with the equipment necessary for the practice of their occupations and they will be encouraged to establish themselves in their own homes. Their work will be periodically supervised by the officers of the Training Centre.

One of the greatest obstacles to rapid progress in the education of the blind has hitherto been the difficulty in obtaining the special appliances used in the education of the blind. In order to overcome this difficulty, the Central Braille Press at Dehra Dun has for the last several months been experimenting with the production of Braille slates. This experiment has proved very successful and about 150 Braille slates made at Dehra Dun have been sold to institutions for the blind and blind individuals at about one-fifth the price of imported slates.

But at present we are not able to manufacture at Dehra Dun all the appliances essential for the education of the blind. Consequently, it has been decided to import some appliances from abroad and stock them at the Central Braille Press so that they may be easily available to those who need them. The Ministry of Finance has kindly agreed to exempt these appliances from the payment of customs duty so that the customers will have to pay less if they buy these appliances from the Central Braille Press than if they were to import them from abroad.

Plans for the establishment of a Model School for Blind Children at Dehra Dun are going ahead. This school will have three main departments, namely,

(1) a Primary and Secondary school for blind boys and girls, (2) a Kindergarten section and (3) a teachers training department. Construction of buildings for the school is expected to start in a few months.

Meanwhile, it has been decided to establish a women's section in the Training Centre for the Adult Blind, Dehra Dun. This scheme has been included in the first five-year plan. The object of this section will be to impart suitable vocational training to adult blind women.

A provision of Rs. 14,000 exists in the budget for the current financial year for awarding scholarships to blind students for higher education and advanced professional training. A sum of Rs. 32,500 has been provided in the next year's budget for this purpose. Eighteen new scholarships have been awarded during the current year. In addition, 14 scholarships are being continued from the last year. Four scholars have completed their studies during the current year.

A sum of Rs. 24,000 has been provided in the next year's budget for awarding scholarships to deaf students for receiving technical training. A further sum of Rs. 12,000 has been provided in the budget for 1955-56 for awarding scholarships to orthopaedically handicapped children.

It has been decided to appoint a National Advisory Council for the Education of the Handicapped. This Council will consist of experts on the education of four important groups of handicapped persons, namely, (1) the blind, (2) the deaf, (3) the orthopaedically handicapped and (4) the mentally handicapped. The object of this Council will be to formulate new schemes for the education of the handicapped and assist the Government of India in maintaining better contact with field work.

In response to an invitation from the Government of India the distinguished deaf-blind American author and lecturer (Miss) Hellen Keller is visiting this country *en route* to Pakistan, Japan and the Philippines. She will be accompanied by her Secretary, Miss Polly Thompson. She will be in this country from the 20th February to the 28th April, 1955. During their stay in this country Miss Keller and Miss Thompson will be treated as State guests. They are expected to visit Bombay, Hyderabad, Madras, Mysore, Calcutta, Delhi, Dehra Dun and Mussoorie. A suitable itinerary for them is being drawn up in consultation with the State Governments concerned.

APPENDIX A (N)

MEMORANDUM ON ITEM NO. III (N) OF AGENDA

Subject: Report on the Work of the Indian National Commission for Cooperation with Unesco.

Constitution

With a view to securing better implementation of Unesco's programme in the country, the Interim Indian National Commission was placed on a permanent footing and the constitution of the permanent Commission was finalised in 1952. The main functions of the Commission are: (a) to promote the understanding of objectives and purposes of Unesco in the country, (b) to serve as a liaison agency between Unesco and the institutions working in the various fields of Unesco and (c) to advise the Government of India in all matters relating to Unesco.

The Commission has three Sub-Commissions, one each for education, science and culture. Important organisations and institutions of all-India character working in the various fields of Unesco have been given representation on the Commission. The Minister for Education is the President of the Commission and the Educational Adviser to the Government of India is the ex-officio Chairman of the Executive Board of the Commission. The Executive Board is the executive body of the Commission and consists of 11 members. The Ministry of Education provides necessary funds and staff for the work of the Commission.

EDUCATION

The Ministry of Education and the Indian National Commission have collaborated with Unesco in the supply of such information and literature as the organisation has asked for from time to time.

Educational Missions

The Government of India and the Indian National Commission have fully cooperated in Unesco's programme of sending expert missions to member states for advising on problems of education. While India has sent experts to Liberia, Iraq, the Lebanon, the Philippines, Indonesia, Libya, Ceylon and Thailand, she has accepted the services of experts sent by Unesco for development of Social and Rural education, preparation of easy-to-read literature and material for neo-literates, development of compulsory education in Madhya Pradesh and strengthening of library movement.

The Indian National Commission and the Government of India have collaborated with Unesco in its programme of associated experiments in Fundamental and Adult education. Documentation and technical information about these experiments in the country have been submitted to Unesco from time to time. A number of projects and agencies in Fundamental and Adult education which are active in the country have been accepted for association with Unesco in its programme for Fundamental and Adult education. Indian experts have, at the instance of Unesco, prepared studies dealing with the problems of compulsory education and of women's education in India.

Free and Compulsory education

The Government of India participated in Unesco conferences on different aspects of public education organised jointly with the International Bureau of Public Education in 1952, 1953 and 1954. The recommendations of these conferences were brought to the notice of State Governments for early implementation.

Regional Conference on Free and Compulsory Education in South Asia and the Pacific

The Government of India in cooperation with the Government of Bombay, assisted Unesco in organising at Bombay, the Regional Conference on Free and Compulsory Education in South Asia and the Pacific in December, 1952.

The conference discussed the problem of free and compulsory education in the participating member states with special reference to the planning of compulsory education schemes taking into consideration the factors hindering or promoting the introduction of compulsory education in the States of the Region and the possibilities of international assistance in this field.

Fundamental and Adult Education

Unesco's programme in the field of Fundamental education is being fully utilised for the development of education in the country.

In cooperation with the Government of India and the State Government of Mysore, Unesco started in 1953 a centre at Mysore for the training of specialists in Fundamental education. Fellowships were awarded by Unesco to Indian students and the Government of India also sponsored students for the two training courses organised in this Centre.

Youth

The Ministry of Education and the Indian National Commis-

sion have given encouragement to youth organisations in promoting international understanding. The Government of India acted as host to the United Nations Seminar on Youth Welfare held in 1952 and the Unesco Seminar on Status of Women in South Asia, in 1953.

International Understanding

The Government of India have always considered United Nations as the biggest hope for the preservation of world peace and have collaborated with Unesco in implementing its programme of popularising the objectives of United Nations and its specialised agencies. Information about United Nations has been included in school and college courses and the Human Rights Day and the United Nations Day are widely celebrated in educational institutions. At the instance of the Indian National Commission, some universities have set up Unesco Clubs for popularising Unesco.

Unesco Project for Travel Grants

In 1952, Unesco launched a project for the award of travel grants to Youth leaders, students etc., to enable them to participate in international conferences, seminars and work camps organised by international organisations having consultative status with Unesco.

Gift Coupons Scheme

The Indian National Commission and the Ministry of Education cooperated with Unesco in its scheme of Unesco Gift Coupons. Some institutions in India have received aid under the scheme.

Unesco Coupons

In 1948 Unesco devised the Book Coupons Scheme under which the participating countries in the soft currency areas could purchase publications from hard currency areas by making payments in their own national currency. The Government of India have been participating in this scheme from the very beginning and various institutions and individuals have, up-to-date, utilised coupons worth $2,83,000 for purchase of books and periodicals, $3,40,000 for scientific material and $30,000 for films. The scheme has been welcomed by educational and scientific institutions and organisations in the country. It has enabled India to obtain much needed scientific and technical publications, equipment and films from hard currency areas without spending any dollars.

Gandhian Seminar

One of the important activities of the Indian National Commission, since its inception, has been to focus attention on peaceful methods in solving national and international disputes. The Commission has given serious consideration to this problem in the light of the teachings of Mahatma Gandhi. In 1953, the Government of India and the Commission organised an International Seminar on the Contribution of Gandhian Outlook and Techniques to the Solution of Tensions between and among Nations. This Seminar was a unique gathering of leaders of thought both from the East and the West. The Seminar examined the problems of applying Gandhian Oultook and Techniques to the solution of national and international tensions. A report based on the recommendations of the Seminar was submitted to the Second Extraordinary Session of the General Conference of Unesco in 1953, and the Conference adopted a resolution on the subject. It is hoped that the recommendations of the Seminar will be incorporated in the programme of Unesco, in coming years.

Project for Research on Social Tensions

The Indian National Commission continued its Project on Social Tensions in India and grants were given to 13 research teams engaged in research on various group tensions—religious, provincial, linguistic, economic and racial. The research teams have conducted research in various aspects of social tensions such as Communal Tensions, Caste Tensions, Linguistic Tensions etc. Emphasis has now been laid on the study of impact of policies and measures of the Government and other agencies on different groups and communities, and also study, in proper perspective and in wider context, the attitudes of different classes, communities and political and other groups. Some of the research teams have submitted their reports on their work to the Indian National Commission and the question of utilising the results of research work will be taken up when final reports are received from all research teams. It has now been decided to conduct further research in this line through universities.

SCIENCE

The Government of India have, since the very beginning, been closely associated with Unesco's Programme on Arid Zone. A member from India sits on the Unesco Advisory Committee on Arid Zone which advises and recommends to the Organisation, programmes relating to the development of Arid Zone. The Government of India have been supplying to Unesco, information about the research on scientific and technical problems concerning the Arid Zone. Experts were nominated by the Government on Unesco panels of experts in the various fields of Arid Zone, such as Arid Zone Hydrology and Hydrogeology, Arid Zone Biology and Arid Zone Climatology. The Jaswant College, Jodhpur is included in the Unesco System of Associated Projects. On the recommendations of the National Commission, financial assistance for the continuance of research connected with Arid Zone problems has been received from Unesco by some research teams working in India. The Government of India have also collaborated with the Organisation in organising the Unesco Science Exhibition on Arid Zone in connection with which necessary literature, photographs etc. dealing with this problem in India were sent to the Organisation. A Regional Symposium on Wind and Solar Energy in the Arid Zone in South Asia was held in New Delhi from the 22nd to 28th October, 1954. The Symposium was organised on behalf of the Government of India by the National Institute of Sciences in cooperation with Unesco. Delegates from various Asian countries participated. The Symposium was preceded by the 8th Session of the Advisory Committee of the Unesco Arid Zone Research from the 19th to 21st October, 1954.

The Government of India and the I. N. C. have also collaborated with Unesco for organising Science Exhibitions in the Country. One such exhibition 'Our Senses and the Knowledge of the World' is at present being shown in the country.

CULTURE

In the field of cultural activities, an important project in which the Government of India and the Indian National Commission have been deeply interested is the Translation of Classics. The Commission appointed a Committee for this purpose at an early stage. During 1953, it was decided to participate in the Unesco project for Translation of Indian Classics into European languages. Necessary funds for the project have been provided by the Government and the preliminaries for the work on this project have been completed. The Indian National Commission has recommended certain Indian classics for translation into English and French in cooperation with Unesco. The Indian National Commission are also exploring a scheme of bilateral translations of classics in cooperation with Asian and African National Commissions.

The Government of India and the Indian National Commission have welcomed Unesco's efforts in building up art exhibitions. Unesco brought out an Album of Ajanta Paintings as the first volume of Unesco Reproductions on World Art. The Unesco Exhibitions on 'Colour Reproduction' 'Education and Peace', 'Reproductions of the Drawings of Leonardo-da-Vinci' were received from Unesco and circulated all over the country. The Government have purchased one set of Reproductions of Drawings of Leonardo-da-Vinci. The Commission has also received Unesco Exhibitions on 'Man Against Jungle', and 'Horizons of the Cinema'.

The question of their circulation is under the consideration of the Commission.

Liaison with National Commissions of Other Member States

The Indian National Commission has made special efforts to establish cultural links with some of the neighbouring countries and in this connection, special mention may be made of the art material from India which was supplied to the National Commissions of Italy, Ceylon and Japan for their exhibitions.

In response to a request received from the Indonesian National Commission for Unesco, the Indian National Commission supplied educational texts and other books in connection with the Exhibition of Foreign Text books in English organised by the Indonesian Ministry of Education and the Indonesian National Commission for Unesco at Djakarta in November, 1954.

The Indian National Commission received 135 radio sets as a donation from the Norwegian U.N.A.C. Committee for the implementation of the Government of India's campaign regarding Social education.

First Conference of the Indian National commission for Unesco

In 1954, the First Conference of the Permanent Indian National Commission for Unesco was convened. The Indian National Commission has all along felt that the programme of Unesco needs to be reorientated towards the needs and aspirations of the under-developed areas. It was, therefore, decided that Fraternal Delegates from Asian countries should be invited to this Conference. The response to the Commission's invitation was highly encouraging and ten Delegations and one Observer participated in this Conference. The Conference adopted important resolutions and recommendations for reorientation of Unesco's programme. The Conference was in a sense, the first Regional Conference of National Commissions of Unesco. Among the important resolutions adopted at the Conference, mention may be made of the resolutions relating to the Peaceful Utilisation of Atomic Energy: Contribution of Gandhian Ideas to the Solution of Tensions: Need for the Dissemination of Asian and African Culture and the Peaceful Co-existence of Different Ideologies and Systems. The proceedings of the Conference have since been published. The recommendations of the Conference are being implemented by the Commission and our Delegation to the eighth General Conference of Unesco has been advised to press for inclusion of the main recommendations of the Conference in the Programme of Unesco for 1955-56.

APPENDIX A (O)

MEMORANDUM ON ITEM NO. III (O) OF THE AGENDA

Subject:—Report on the work of the Archaeological Department

Publications

(a) Ancient India No. 7 has been published, No. 8 is in the press and material for No. 9 is being made ready for press.

(b) The Guide Book to Khajuraho by Messrs. S. C. Chandra and B. L. Dhama and Guide to Rajgir (Revised Edition) by Mr. A. Ghosh have been published. A Guide Book to Agra Fort is in the press. The following Guide Books are being revised for reprinting:

1. A Guide to Fatehpur Sikri
2. Guide to Nalanda
3. Guide to Mahabalipuram
4. Guide to Sanchi

(c) Archaeological Memoirs: Memoir No. 71, Nagarjunakonda by Mr. T. N. Ramachandran has been published. Memoir No. 72 Sanskrit Literature and Archaeology Mirrors of Indian Culture by C. Sivaramurti is ready for the press.

(d) Epigraphical publications: The antiquities of Chamba State Part II by Dr. B. Ch. Chabhra, is in the press. Epigraphia Indica, Volume XXVII, Parts 7 and 8, Volume XXVIII, Parts 1, 3, 4, 5 have been published. Corpus Inscriptionum Indicarum, Kalachuri Inscriptions, by Prof. V. V. Mirashi is in press.

Annual report on Indian Epigraphy for 1946-47 has been published. Annual reports on South Indian Inscriptions, Volume XI, Part 2 and Volume XIII have been published. Several sets of Picture Post Cards of outstanding monuments have already been published and more sets are being made ready for press.

Conservation of Ancient Monuments

Two new circles have been created and the boundaries of the existing seven circles have been readjusted. With this expansion and readjustment of the circles it has been possible to terminate the agency arrangements that had been in existence in Part 'B' States, Governments of Rajasthan, Mysore, Tranvacore-Cochin, Pepsu, Hyderabad and Madhya Bharat. Thus all the Monuments of national importance in Parts 'A', 'B' and 'C'

States are now looked after and conserved by this Department. Several outstanding works of special repairs had been and are being carried out in all the nine circles.

The Archaeological Chemist and the Assistant Archaeological Chemist are also engaged in carrying out important chemical works of preservation of ancient monuments, e.g., the preservation of wall paintings in Tambekarwada, District Baroda, Fatehpur Sikri, Khajuraho, Konarak, Bhubaneswar, Tanjore Ajanta, Ellora, etc.

Exploration and Excavation works

The Exploration Branch of this Department continued its programme of the systematic exploration of the dried up river basins in the northern part of Bikaner. The Branch is at present carrying out exploration at a site known as Jagatgram near Kalsi in Dehra Dun District (U.P.).

The Excavations Branch of the Department is at present carrying out excavations at Rupar, District Ambala (Punjab). The remains of Harappa Culture have been found here.

The site at Nagarjunkonda is in danger of being submerged by the Nandikonda Project. Before this happens, however, it has been decided to carry out extensive excavations at this site and to implement this the minimum temporary staff, both gazetted and non-gazetted has recently been sanctioned. It is hoped that the site will be thoroughly explored before it is submerged by the Project.

Museums

The galleries of the Central Antiquities Museum have been reorganised. The Central Archaeological Museums at Sarnath, Delhi Fort, Nalanda, Nagarjunakonda and Fort St. George have made steady progress by imparting education to the ever increasing number of visitors, students and scholars.

The site museums at Kondapur and Maski are also being brought upto the level of other Departmental site museums. Steps have also been taken to start a local museum at Hampi, District Bellary.

Gardens

The Archaeological Gardens at Agra which formed part of the protected monuments but which were being looked after by the State Government so far, have now been taken over by the

Government of India from the Uttar Pradesh Government with effect from the 1st August, 1954. A special reservoir will be built near the gardens to increase the water supply to the gardens and the Central Water and Power Commission has already taken this work in hand.

The Garden Section of the Department has been devoting special attention to the gardens at Red Fort, Safdarjung, Kotla Ferozeshah, Lodhi Tombs and the nursery at the Central Asian Antiquities Museum.

APPENDIX A (P)

MEMORANDUM ON ITEM NO. III(P) OF THE AGENDA

Subject:—Report on the work of the Department of Anthropology

Anthropological survey was undertaken among the hill tribes of Travancore-Cochin like the Muthuvan, Mannan, Ulladan, Mala-aryan, Vethuvan, Malapantaram etc. Apart from the collection of somatometric data, the field investigators were also able to collect data on blood groups, secretor factors and tasting ability of the different tribes.

Systematic survey was carried out among the Abor tribes of the N.E.F.A. region and data on Abor life and culture were collected.

Anthropological survey was carried out among certain tribes of Tripura State.

Data on Social Anthropology were collected among the Khasi tribes of Assam and the Oraons of Bihar.

Several prehistoric human and animal remains which had been excavated from Harappa, Mohenjodaro, Sanur, Maski, etc., were chemically treated and reconstructed. Earth from inside the skulls and long bones were taken out in order to protect them from the action of saltpetre. A good deal of progress has been made in this respect.

Several original papers on different branches of Anthropology particularly on somatometry, serology and cultural anthropology were published in different scientific journals. A number of original papers were read before the Indian Science Congress at Hyderabad.

Biological, cultural, somatometrical and serological data-collected from amongst the various aboriginal tribes were analysed in the laboratories.

Chemical analysis of cereals which are consumed by the Muthuvan of Travancore-Cochin State, and some vegetables which are consumed by certain tribes of Tripura was conducted. Some samples of millet collected from the North-East Frontier Agency area were also analysed. The alcohol content of beer used by the Nokte Naga, North-East Frontier Agency, was determined.

Notes on Abor dialects and on Assamese scripts were prepared.

The preparation of Hindi, Bengali, Urdu and Tamil equivalents for technical terms in Anthropology is in progress.

To study the growth and maturity of Indian children, systematic investigation was carried on at Barisha, 24 Parganas, West Bengal.

The trainees of the Department received intensive training in theoretical as well as practical work in various branches of Anthropology.

Films on tribal life and records on tribal music and languages have also been prepared.

Several new scientific books and periodicals were added to the library, and the preparation of a subject catalogue to periodicals is being carried on. The second Bulletin of the Department is under publication.

Andaman Sub-station

Visits were paid to the Little Andaman Island, and valuable data gathered from the Onge on their customs, habits and mode of life.

APPENDIX A (Q)

MEMORANDUM ON ITEM NO. III(Q) OF THE AGENDA

Subject:—Report on the work of National Archives of India

The main activities of the Department are explained as follows:

Records Administration

The Primary function of this Department is the accessioning, listing, arrangement of the records of the various Ministries and the Departments of the Government of India so as to preserve them for future administrative and historical research.

During the year under review the Records Administration Division of the National Archives of India continued its programme of concentrating in its muniment rooms the records of some of the defunct Residencies and Political Agencies which are still lying in the Offices of the Regional Commissioners and other local authorities. During the year under review 1,568 bundles of records belonging to the various Residences and Political Agencies were received in this Department.

Five hundred and seven bundles and 36 volumes were also received from the various Ministries of the Government of India as well as their attached and subordinate offices.

Under the programme of acquisition of historical manuscripts by purchase or gift, several interesting manuscripts were acquired. The most important among these is a collection of papers of Lord Macartney, Governor of Madras (1781-85).

Under the programme of the acquisition of microfilm copies of records of Indian interest from abroad, the Department acquired during the current year as many as 136 microfilm reels of which 86 reels were received from the Algemeen Rijksarchief, the Hague, 39 reels from the British Museum, London, and five reels from the Bibliotheque Nationale, Paris. These reels cover nearly 1,08,800 manuscript pages of records.

The organisational changes of various Departments, both of the pre-and-post-Mutiny period, were studied and materials were collected for inclusion in the proposed "Summary Guide" to records.

During the year, check-lists of 60,257 files of the various Departments in the custody of the National Archives of India were prepared. Work of reconstruction of disrupted archival series was continued and about 23,480 files were reclaimed and put in their proper place.

Preservation of Records

The Department is taking every possible care in the preservation and maintenance of the records which are placed at its disposal. The records in the stack areas of the Department are regularly air-conditioned. The Department has also installed a mechanically operated Fumigation Chamber where the records on their arrival in the Department are treated so as to destroy all fungies and other insects before they are placed over the stacks. The brittle and worn out records are regularly repaired and where necessary the old and brittle records are laminated in order to increase their durability. The Department has a separate section where experiments are continuously made for finding out new and effective methods for the proper preservation of records under the usual tropical conditions as we have in India. Experiments are also being carried out to see the durability of various types of papers to be used for writing purposes, inks and other such materials.

Microfilming of Records

The Photo-Duplication Section of the National Archives of India is mainly engaged with the microfilming of records in the custody of the Department in order to ensure the safety of records from damage or loss and to alleviate, as far as possible, the handling of the originals by research workers. The Department also handles the work of microfilming of records on payment on behalf of the outside agencies.

Training in Archives-keeping

The National Archives of India provides facilities for free training to a limited number of students in scientific methods of Archives-Keeping. For this purpose this Department has introduced two courses of training viz., (i) A One Year's Diploma Course, and (ii) A three Month's Short Training Course. The candidates for the Diploma Course should preferably be M.A. in Modern Indian History or History Honours Graduates with Modern Indian History as one of their special papers. Preference is given to candidates deputed by the State Governments, universities, learned institutions, etc. Written tests are held after the completion of the One Year's Course and successful candidates are awarded Diplomas by the Government of India. The Diploma Course is based on a wide and up-to-date syllabus relating to all aspects of Records Administration and Preservation. The Diploma Examination papers are set and assessed by a Board of Examiners comprising the Director of Archives, Government of India (Chairman) and two State Directors. Two stipends amounting to Rs. 125/- each are awarded to the most deserving candidates for the One Year's Course on the basis of a written test.

The Three Months' Short Course is confined to the employees of the Central and State Governments for whom the minimum qualification is Matriculation. Certificates are issued to these trainees after the completion of the course.

Lectures in the theory and practice of Archives-Keeping are delivered according to a regular time-table lasting from 10 A.M. to 5 P.M., with a recess of half an hour from 1 P.M. to 1.30 P.M.

This time-table applies to both the courses. The mornings are devoted to practical work on the preservation side while the afternoons are devoted to the theory and practice of records administration. This training also includes seminars during which the trainees exchange views with the officers of this Department on matters relating to their studies.

Publication Programme

The National Archives of India has undertaken a publication programme recommended to it by the Indian Historical Records Commission at its Mysore Session in January 1942 and later approved by the Government of India. The programme embraces three schemes.

Scheme I—envisages printing of the General Letters to and from the Court of Directors from 1748 to 1800 in 21 Volumes. The series is entitled *Fort William—India House Correspondence* and the volumes are being edited by Honorary Editors appointed by the Government of India. Out of these Volumes, Vol. V(1767-69) edited by Dr. N. K. Sinha was published in 1949. Volumes I, II and XVII are in press. Volumes IV, VI, IX and XIII will be sent to press shortly. Volumes III, VII, XVI and XVIII have also been received from the Honorary Editors and are at present under departmental scrutiny.

Scheme II—which is to be edited exclusively by the Director of Archives with the help of his staff comprises publication of (1) *The Indian Travels of Thevenot and Careri*; (2) *Major Browne's Correspondence with Warren Hastings and Major John Shore's Minutes*. Of these the first was published in 1949 and *Browne's Correspondence* is ready for press.

Scheme III—envisages publication of (a) Records in Oriental Languages and (b) Selections from Records in collaboration with outside agencies. Under item (a) of the scheme, *Prachin Bangla Patra Sankalan and Sanskrit Documents* were published by the Calcutta University and the Ganganath Jha Research Institute in 1942 and 1951 respectively. The volume of Marathi Letters, which has been undertaken by the Bharata Itihasa Samshodhaka Mandal, Poona, is in press. Under item (b) *Selections from Orme Manuscripts and Punjab Akhbars* were published by the Annamalai University and the Sikh Historical Society, Amritsar respectively in 1952. The *Elphinstone Correspondence* which is being published by the Nagpur University Historical Society, is in press. Work in connection with the other volumes is in progress.

Besides the above, the Department has undertaken the programme of compiling indexes of the Foreign and Political Department records for 1756-80. The above volumes are almost ready for the press. The compilation of the indexes of records from 1781 will be taken up early next year. In addition to this, the Department is compiling Calendars of Persian Correspondence and Volumes VIII and IX of the Calendars of Persian Correspondence covering the Persian records for the years 1788-89 and 1790-91 have already been printed, while Volume X for the years 1792-93 is ready for the press.

Research Section

The main functions of the Research Section of the National Archives of India are: (1) to find out information from records on behalf of the Government of India and the State Governments as and when such cases are referred to the Departments (2) to deal with private search cases on payment of usual search fee and (3) to help the research scholars who come to consult records at the National Archives of India. Besides this, the Department scrutinised 16,178 pages of excerpts taken from records by the research scholars and of these 8,032 pages were released. The remaining pages of excerpts are being scrutinised by the respective Ministeries of the Government of India, as required under the Historical Research Rules of the Government of India.

In order to further help the cause of historical research the Government of India have been pleased to sanction in December 1953 the scheme of granting every year six fellowships of Rs. 150/- per month to the post graduate research students of such of the Indian Universities who agree to abide by the terms of the scheme and to promote research in Modern Indian History. The scheme has been put into operation in the current year. Out of the six scholars selected in this connection by the Government of India, five have already joined the Department and started their work.

Preservation of Maps and Cartographic Records

A separate Map Section was opened in the National Archives of India with effect from the 26th October, 1953 with a view to preserve the maps and other cartographic records of the Government of India to organise a proper reference service by getting them listed. Out of 1,500 printed maps in the custody of this Department, 972 maps have already been accessioned. A valuable collection of about 10,000 Survey of India maps of the Historical Series were transferred to this Department in February 1954 for better preservation. These maps are being checked with their transfer lists and those in the advanced stages of decay are being renovated. It is proposed to accept a further lot of about 22,000 Survey of India maps of the Miscellaneous Series early next year. It will be the endeavour of this Department to emphasise the value of investigations into the background of these cartographic records from the relevant Survey reports and from allied record groups.

Exhibition of Records

An Exhibition Section with a whole-time Officer in Charge has been opened in the National Archives of India from November 1953 as a permanent feature of the Department. The main purpose is to impress upon the general public as well as the students of history the utility of maintaining and preserving records as source materials of Indian history. With this purpose in view selected documents of all India and topical interest have been displayed in a number of show cases. The Exhibition Section has also undertaken the publication of a number of pamphlets under two different series *viz.* "Source Material" Series and "Our Neighbours" Series. The former are based on English records while the latter are based on Persian, Arabic and Urdu records in the custody of the Department.

APPENDIX A (R).

MEMORANDUM ON ITEM NO. III (R) OF THE AGENDA

Subject :—Report on the work of National Library, Calcutta

Acquisitions

This year is memorable in the history of the acquisition of this Library. The Government of India issued during this period a circular to all State Governments (excepting Jammu and Kashmir) directing them to demand from all printers one extra copy of each book printed or lithographed in India to be delivered to this Library. Thus this Library will, hereafter, be a repository of a copy of every book printed in India.

Use of the Library

In response to the public demand, the working hours of the Reading Rooms and the Lending Section were extended and both the Reading Rooms and the Lending Section were kept open on Sundays and certain other holidays with effect from the 16th of August. The Library will henceforth remain closed only for three days in a year (Republic Day, Mahatma Gandhi's Birthday and Independence Day).

The Library continued to maintain the Reading Room at the Esplanade during the year.

Administration and Finance

The Governing Council was reconstituted during the year and the number of members of the Council was increased from nine to twelve. The increase in the membership of the Governing Council bringing in the Central Universities and allowing for the inclusion of such national interests as are thought necessary by the Government of India makes it broadbased.

With effect from the first of July, the control of the Belvedere Estate was transferred to the Ministry of Works, Housing and Supply

The security arrangements of the Library were taken over directly by the Library by appointing its own Chowkidars who replaced the old Police force that used to guard the various entrance gates of the Estate.

The Library accorded a reception to Dr. Luther H. Evans, the Director General of Unesco and his party on the 13th January. The reception was attended by the representatives of leading educational, scientific and cultural institutions of the City. On that occasion a Book Exhibition was arranged. Also as a momento of their visit the Librarian published a small pamphlet on 'Early Printing in India.'

On the 12th November, the High Commissioner for the U.K. in India, His Excellency Sir Alexander Clutterbuck on behalf of the British Council, presented to the National Library, some modern British books on Surgery and Medicine worth about £100 when the leading medical practitioners and heads of medical institutions in the town were invited to a small function organised for the occasion.

The following Delegations also visited the Library:

1. Unesco Delegation.
2. Afghan Cultural Delegation.
3. Parliamentary Delegation from Ceylon.

Some of the Speakers of the various State Legislative Assemblies and Councils who came to Calcutta to attend the Speaker's Conference in January also visited the Library.

As in the past the Library offered facilities for holding the 16th Summer Training Course in Librarianship conducted by the Bengal Library Association.

The Library participated in the Library Exhibition held on the occasion of the tenth All-India Library Conference at the Osmania University, Hyderabad. Among the exhibits from the Library were some rare books, documents, periodicals and photographs of Library architecture and activities from many parts of the world.

The Library participated in another Book Exhibition at Jullunder in February, 1954, where a Book Festival and Library Seminar were organised under the auspices of the Punjab Book Festival Committee. The Librarian inaugurated the Seminar. This occasion was taken advantage of to publicise the resources of this Library and the service it offers.

Besides the many short bibliographies prepared in the Bibliography Section in response to requests from readers, the Library published a bibliography of selected books on Adult education on the occasion of the All-India Adult Education Conference held at Calcutta in December 1953. Similarly on the occasion of the Visit of Dr. Luther Evans, the Director General of Unesco, a brief note on Early Printing in India with a select bibliography was also published.

APPENDIX A (S)

MEMORANDUM ON ITEM NO. III(S) OF AGENDA.

Subject:—Report on the work done in connection with the preparation of Scientific Terminology in Hindi and propagation and development of Hindi

The Central Advisory Board of Education at its 20th meeting held on the 9th and 10th November, 1953, received a report on the work done in connection with the preparation of Scientific Terminology in Hindi and propagation and development of Hindi, vide item VII of the agenda of that meeting and the Board noted the progress made by the Ministry of Education. Since then the following further progress has been made in this direction.

I. Scientific Terminology in Hindi

At present 18 Expert Committees on various science subjects viz., Mathematics , Agriculture, Physics, Botany, Geology, Zoology, Medicines, Social Sciences, Chemistry, Defence Services, Post & Telegraphs, External Affairs, Transport, Railways, Finance, Engineering, Economics and Romanisation are functioning under the Board of Scientific Terminology. Provisional lists of Technical terms in Hindi for Secondary Schools relating to Physics, Chemistry, Mathematics, Botany and Social Sciences were printed and circulated to State Governments, Universities, National Scientific Institutions, learned individuals, etc., and the comments received from them were considered by the Board of Scientific Terminology at its fourth meeting held on 26th February, 1954. The above mentioned lists of Technical terms giving illustrative sentences showing the use of certain terms were finalised and have been recently approved by the Cabinet. It is now proposed to print these lists and put them on sale. The work of preparing technical terms in Hindi in other subjects is in hand. It has been decided to publish text-books in Hindi on science subjects and popular books (such as 'Mathematics for the Million' and 'Science for the Citizen') as and when the terms in the subjects are finalised.

II. Propagation of Hindi

A sum of Rs. 50,000/- was sanctioned during 1953-54 to the Akhil Bhartiya Hindi Parishad, Agra for implementing the scheme for the propagation of Hindi in the Eastern States of the country. The amount has been paid to the Parishad in two instalments of Rs. 25,000/- each during 1953-54 and 1954-55.

A sum of Rs. 60,000/- was sanctioned during 1953-54 to the Hindustani Culture Society, Allahabad for preparing a Standard English-Hindi Dictionary on the lines of the Concise Oxford Dictionary of current English. Out of this a sum of Rs. 30,000/- has already been paid to the Society and sanction is being issued to pay another instalment of Rs. 15,000/-.

An *ad hoc* grant of Rs. 6,000/- was paid to the Sansadeeya Hindi Parishad for promotion of Hindi during the year 1953-54.

A sum of Rs. 1,25,000/- has been sanctioned during 1954-55 for the Nagari Pracharini Sabha for bringing out a revised edition of the Standard Hindi Dictionary (Shabd Kosh) and publishing cheap editions of the Hindi classics. The grant is to be paid in five yearly instalments of Rs. 25,000/- each, of which the first instalment has already been paid to the Sabha.

A sum of Rs. 15,000/- has been paid during 1954-55 to the Sahityakar Sansad, Allahabad, for helping meritorious authors in indigent circumstances.

An *ad hoc* grant of Rs. 2,500/- has been paid during 1954-55 to the Hindi Bhawan, New Delhi.

A grant of Rs. 30,000/- has been sanctioned during 1954-55 for the Dakshin Bharat Hindi Prachar Sabha for the implementation of the three approved items of the scheme viz. (*i*) Award of prizes for proficiency to school and college going pupils, (*ii*) supply of books to the libraries of local associations and (*iii*) Establishing a good Central Library at Madras, for the propagation of Hindi in the South which was approved generally by the Hindi Shiksha Samiti at its 4th meeting held on the 19th February, 1954. The amount is to be paid in three equal instalments out of which the first instalment of Rs. 10,000/- has already been paid.

A sum of Rs. 42,000/- has been sanctioned for the Hindi Prachar Sabha, Hyderabad, for the preparation of Hindi/Urdu and Urdu-Hindi dictionaries and histories of Telugu, Marathi, Kannada and Urdu literatures in Hindi, out of which the first instalment of Rs. 10,500/- has been paid.

In connection with the scheme for awarding prizes for the best Hindi books in original as well as translations into Hindi and Hindi books in children's literature announced in September, 1952, the results of the competition have been announced and a sum of Rs. 24,000/- is being given as prizes to authors of the selected books. The scheme is being continued next year and it is proposed to announce prizes worth Rs. 31,000/- under the scheme.

A Basic Hindi Grammar committee has been set up, the convener of which has been entrusted with the work of preparing a draft Hindi Grammar. The manuscript is expected to be received by 31-12-1954 and will be placed before the committee for consideration and approval.

A committee has been set up to consider the standards of Hindi examinations conducted by various organisations in the country and the question of their recognition. A preliminary meeting of this committee was held on the 30th and 31st March 1954. The committee at this meeting prescribed a questionnaire to be circulated to, and filled in by the Hindi organisations concerned. The information has been received from all organisations and is being tabulated for being placed before a sub-committee set up for this purpose.

A scheme for preparing dictionary of words common to Hindi and other regional languages was approved for implementation during 1953-54. The work of collecting common words from 11 selected regional languages has since been completed and these words are now being transliterated into Hindi. Thereafter the lists will be released for printing.

It has been decided to arrange an exhibition of Hindi books and charts etc., in Delhi. In this connection a committee has been set up to formulate a concrete scheme for the purpose. The exhibition, if successful, will also be sent to other important places in India.

The Hindi classes for teaching Hindi to the non-Hindi knowing Central Government employees in Delhi are at present conducted at eight centres in different localities. In the Hindi Prabodh Examination held in March 1954, 361 candidates appeared of whom 356 were successful. About 320 students have appeared at the third Hindi Prabodh Examination held in November, 1954. The next session of Hindi classes will commence from 1st December, 1954.

The Hindi Library which has been set up in the Hindi Section has now a collection of about 4,000 books and subscribes to nearly 47 periodicals.

The following grants have been given to the State Governments so far during the year 1954-55 as Central Government's contribution towards their approved scheme for the promotion of Hindi under the Five-Year Plan :

		Rs.
(1)	Assam	13,992
(2)	Bihar	47,520
(3)	Bombay	56,562
(4)	Coorg	2,244
(5)	Madras	2,138
(6)	Mysore	7,645
(7)	Orissa	17,049
(8)	Saurashtra	21,450
(9)	Travancore-Cochin	88,440
(10)	West Bengal	14,600
	Total ...	2,71,640

APPENDIX A (T).

MEMORANDUM ON ITEM NO. III (T) OF AGENDA

Subject :—Report on the Activities in the Field of Youth Welfare.

The extent to which a country provides service for its youth is a measure of its concern for the future. The youth are the most valuable asset of a community and it is evident that their proper nurture is a sacred obligation. Countries which are proud of their traditions and are confident about their future, therefore spare no pains to provide services of every type for their youths. With the attainment of independence, among other problems, the problem of youth also has come to the fore and the Government of India have started paying increasing attention to the welfare of its youth. Youth Welfare Section was set up in the Union Ministry of Education, and a programme of work was drawn up and circulated to all the Vice-Chancellors of Indian universities and Education Secretaries of the State Governments early in December, 1953 for implementation. The main item in the programme was leisure-time activities of the youth, as it was felt that healthy utilisation of leisure-time would go a long way in moulding the way of life and outlook of the youth.

The Programme

During 1953-54, an allocation of Rs. 5 lakhs was made from the development funds of the Ministry for youth welfare work. An amount to the extent of Rs. 3.2 lakhs was sanctioned to ten universities for the construction of 17 open-air theatres and 14 swimming pools in and around the educational institutions' campus. The rest was utilised in assisting sports' organisations and Physical education institutions.

In 1954-55, a more generous allocation has been made and funds to the extent of Rs. 11.5 lakhs have been made available for promoting youth welfare and Physical education in the country. Besides, Rs. 30 lakhs has been allocated from the total provision of Rs. 1 crore in the first Five-Year Plan for encouraging manual labour among the youth. Therefore there is a total provision of Rs. 41.5 lakhs at the disposal of the Youth Welfare Section.

(1) Rs. 11.5 lakhs for promoting youth welfare, including sports and Physical education.

(2) Rs. 7.5 lakhs for campus work i. e., for the construction of swimming pools, open-air-theatres etc.

(3) Rs. 22.5 lakhs for labour service camps.

Sports Organisations

The Government have given liberal grants to the Indian Olympic Association and other sports organisations to enable Indian teams to participate in international competitions and to invite foreign teams to India. This policy in future will be guided under the expert supervision and care of the recently set up All-India Council of Sports. The setting up of this Council was suggested at the conference of the Presidents of the Sports Organisations in India held on the 14th August, 1954 which was presided over by the Minister for Education. The first meeting of the Council was inaugurated by the Minister for Education and held under the Chairmanship of Shri Naval H. Tata. In this meeting a standing committee consisting of seven members was appointed t serve as the executive body of the Council.

Youth Festival

In the field of youth welfare, Ministry of Education have started several activities, the most outstanding of which was the organisation of Inter-University Youth Festival in New Delhi, in November, 1954. This was the first festival of its kind in the country and all the universities were requested to send in their delegates to participate in the various competitions of the festival. Twenty-six universities, out of 31, responded and a total number of *781 competitors took part in this venture.* The items of competition *for the festival were: Arts and Crafts, Drama, Classical Dance, Instrumental Music, Vocal and Classical Music, Hindi Elocution and Folk Dance. The standard of performance in these items was commended by all who witnessed the shows. The festival displayed the keen interest evinced by students in this new feature.*

Youth Leadership Training Camps

In order to bridge the gulf between students and teachers and help the teachers to take their natural place as leaders of the students, three Youth Leadership Training Camps have been organised by the Ministry of Education. In these camps, selected members of staff from various affiliated or constituent colleges of the universities in an area are deputed for training. So far the following universities have been served by these camps :

Location	**University**
1. Srinagar	Punjab
2. Mahableshwar	Bombay Baroda Gujarat Karnatak Poona
3. Ranikhet	Agra Aligarh Allahabad Banaras Lucknow.

Dramatic Camp

A new activity in the interest of young artists was undertaken by the Ministry in June, 1954 when a dramatic camp was organised at Andretta (Kangra Valley) when selected groups of students of the Universities of Delhi, Rajputana and Agra received training in dramatics and the technique of stage-craft. The training was also intended to stimulate their aesthetic and critical faculties as related to arts.

Youth Tours and Youth Hostels

Tours to places of historic, scenic and cultural interest and to places where big national projects are being undertaken, serve a recognised educational purpose. Hikes to places of scenic beauty and historic importance give the young not only love for nature and a legitimate pride in the achievements of the country, but also help to build up physique. Mountaineering affords thrill and joy to the adventurous youth which at present hardly finds an outlet. For such organised activities the Government gives grants. Youth hostels are an immediate corollary to any scheme of tours, hikes and mountaineering. They provide cheap facilities for lodging and boarding to the youth while on the march. Not more than 80 youth hostels exist in the country; it is therefore obvious that many more will be required to make tours and hikes practicable and more popular. The Government have a provision for financial assistance to such organisations constructing youth hostels, or repairing old deserted buildings which can be used as Youth Hostels.

Physical Education and Recreation

Institutions of Physical education are the backbone for the proper direction and development on which the health of the young depend. As such the Government keeps in close touch with the Physical education institutions of the country and specially with the research work, either western or yogic, conducted by them. In 1953, the Central Advisory Board on Physical Education and Recreation set up by the Ministry of Education appointed a sub-committee which has submitted a report on the survey of Physical education in the country and suggested certain methods of improvement. Their report is being scrutinised. Besides, the Board advises on matters connected with physical fitness, improvement of physical health and promotion of recreational activities. The Government have also evinced much interest in Yogic centres. Schemes for the expansion of research on Yogic system are under the consideration of the Government.

Youth Welfare Committees

With a view to giving it a proper shape and to coordinating youth activities in villages, towns and cities, in colleges and universities, the Government have suggested to all Vice-Chancellors and

State Governments to organise Central or State youth welfare activities. From the response received so far it appears that the scheme has caught the imagination of many educational authorities and State Governments.

Publications

The Youth Welfare Section has plans to issue a Youth Journal and other informative booklets. During the current year it has published a booklet on " *Work-Camp Management* " which has been widely circulated.

Further Programmes

The youth welfare work is likely to extend its field of activities and plans are being formulated to earmark some funds in order to sanction grants for the establishment of workshops in the universities, colleges and schools.

Survey of living conditions of students is another activity which is engaging the attention of the Government. It is proposed that schemes to obtain necessary data from different parts of the country should be launched soon.

In addition, plans are being prepared to attend to students' health which is a matter of grave concern. A Pilot Project is already afoot. It is hoped that the Project on " School Health Service " will in a short time be operating in Bhopal in which 10,000 school-going children will be covered.

Youth Camps and Work Projects

Under the items 2 and 3 of the distribution of youth welfare funds, intensive and extensive work is being carried on to encourage manual labour among the youth. In and around their educational institutions, the students render labour service on the construction of swimming pools and open-air-theatres. Details regarding grants made so far for this purpose are given in Annexure 'A'.

In rural areas, the students are encouraged to participate in youth camps and do manual labour on projects of community welfare, like the construction of roads and canals, clearance of slums and ponds, repairing of school buildings and tanks etc., and thus acquaint themselves with the problems of the countryside and have opportunities for healthy and disciplined camp-life. The normal duration of these camps is three to four weeks each, and the camps are held generally during the vacation. This scheme of Youth Camps came into operation in June, 1954 and up to October, 1954 about 251 Youth Camps have been conducted in the country in which approximately 28,477 youths have taken part. State-wise ganised at Andretta (Kangra Valley) when selected groups of students of the Universities of Delhi, Rajputana and Agra received training in dramatics and the technique of stage-craft. The training was also intended to stimulate their aesthetic and critical faculties as related to arts.

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Youth Welfare Committees

With a view to giving it a proper shape and to coordinating youth activities in villages, towns and cities, in colleges and universities, the Government have suggested to all Vice-Chancellors and break-up of the camps is given in Annexure 'B'. The Government subsidise the Youth Camps on the following basis :

1. For food and incidental expenses at Rs. 2, per head per day.
2. Transport charges on the basis of 3rd class railway or actual bus fare.

For the efficient organisation and management of Youth Camps the Government have decided to pay grants for holding training camps for camp organisers. In these Organisers' Training Camps, the basic grants for food and incidentals are the same in value as that of the students' camps, but transport charges are determined at the rate of inter-class railway fare both ways per trainee. Lecturers and instructors are paid 2nd class railway fare. The Government have set up a committee on Youth Camps and Labour Service to determine all questions of grants and future policy.

This programme is not final and is likely to be revised and elaborated in the light of the experience gained. During 1955-56, a more generous allocation of funds is expected for Youth Welfare activities. Proposals are afoot to introduce new items and schemes for the welfare of the youth.

ANNEXURE 'A'

Statement showing the Grants Sanctioned for Swimming Pools and Open-Air-Theatres during the year 1954-55.

Sl. No.	Name of institution.	No. of swimming pools.	No. of open-air theatres.	Amount sanctioned
				Rs.
1	Agra University			
	(a) Meerut College, Meerut	1	...	15,000
	(b) U-S. S. D. College, Kanpur	...	1	7,000
2	Poona University			
	(a) University Campus	1	...	14,250
	(b) Rajaram College, Kolhapur	1	1	22,000
3	Nagpur University			
	(a) Vidaibh Mahavidyalaya Amravati	1	...	30,000
	(b) S. B. City College, Nagpur	1	...	
	(c) G. S. College	...	1	7,000
4	Punjab University D. A. V. College, Jullundur	1	...	15,000
5	Bombay University R. D. & S. H. National College, Bombay	1	...	15,000
6	M. S. University of Baroda University Campus	1	...	15,000
7	Lucknow University University Campus	1	...	15,000
8	Poona University Gogate College, Ratnagiri	...	1	7,000
	Total	9	4	1,62,250

ANNEXURE 'B'

Statement regarding Youth Camps and Labour Service by Students as on 31st October, 1954.

Sl. No.	State.	No. of camps. (a)	No. of Students who participated. (b)	Amount sanctioned. (c)
				Rs.
1	Ajmer	10	1000	42,800
2	Andhra	13	1597	90,109
3	Assam	3	100	2,790
4	Bihar	13	1530	72,960
5	Bombay	9	560	17,528
6	Delhi	5	400	32,500
7	Himachal Pradesh	11	1654	74,568
8	Hyderabad	11	1096	26,140
9	Madhya Pradesh	2	90	5,301
10	Madras	6	1235	42,920
11	Mysore	40	4525	1,57,850
12	Punjab	38	3045	1,39,364
13	Rajasthan	5	465	16,652
14	Saurashtra	6	415	17,747
15	U. P.	29	8165	1,58,950
16	West Bengal	50	2600	1,75,000
	Total	251	28,477	10,77,179

APPENDIX B (I)

MEMORANDUM ON ITEM NO. IV(I) OF AGENDA.

Subject:—To consider reports from Government of India and State Governments regarding the action taken on the recommendations of the Board made at their 20th meeting.

The recommendations made by the Central Advisory Board of Education at their 20th meeting held in November, 1953, were referred to the State Governments and universities for such action as was necessary. A summary of replies which have been received so far is given in the statements appended herewith. (Annexures I and II)

Statement (Annexure III) showing the action by the Government of India on the recommendations with which they were directly concerned, is also attached.

Annexure I

Statement showing action taken by State Governments on Recommendation No. III (a) para 2, of the Proceedings of the 20th Meeting of the Central Advisory Board of Education held at New Delhi in November, 1953.

Recommendation.—While appreciating the idea of introducing merit scholarships in public schools, the Board recommended that the Government of India should request the State Governments to introduce similar scholarships, particularly in the public schools situated in their respective areas. In the award of scholarships preference should be given to meritorious students, who come from lower income group.

Name of State	*Action taken*
Ajmer	While the State Government appreciate the idea of instituting such scholarships, they are unable to award any scholarship this year. It is proposed to include provision for one scholarship to be awarded to a student of this State studying in the Mayo College in the budget estimates for the next year (1955-56) and if the proposal is finally accepted, one scholarship may be awarded by the State Government during 1955-56.
Andaman & Nicobar Islands	The State Government have agreed in principle with the recommendation of the C.A.B.E., but no scholarships have so far been instituted.
Andhra	Andhra State has offered four scholarships (two at Rishi Valley School, Rishi Valley, Chitoor District and two at the Lawrence School, Lovedale). These scholarships are to be confined only to the boys of Andhra State. The terms and value of the scholarships will be the same as under the Government of India Merit Scholarships in Public Schools.

Bhopal	Merit scholarships have already been instituted.
Bihar	In keeping with the recommendations of the C.A.B.E. this Government have already instituted a number of scholarships giving facilities to students of lower income groups, which are tenable at the newly started public school at Netarhat in the District of Palamau. Steps are being taken to affiliate this school with Indian Public Schools Conference.
Bombay	The Government has already instituted three scholarships of the value of Rs. 1,000/- per annum each tenable at the Shree Shivaji Preparatory Military School at Poona which is one of the two public schools in this State. A suitable machinery has also been devised for the selection of candidates for award of these scholarships. One of these three scholarships is reserved for a suitable candidate belonging to the Backward Classes. The scholarships are open to candidates domiciled in the State of Bombay. These scholarships are considered to be adequate and it is not intended to institute any more scholarships at these schools.
Coorg	In view of a very small number of pupils of this State attending public schools outside the State, and as there are no public schools in this State, the Government does not consider it necessary to institute merit scholarships in any of the public schools outside the State.
Himachal Pradesh	The financial implications of the scheme are being worked out and should the money on this account be voted by the State legislature, the scheme will be put into operation from the next financial year.
Hyderabad	The question of institution of merit scholarships in public schools is receiving attention, but it may not be possible for the Government to participate in the scheme this year *viz.,* **1954.**

Madhya Bharat	So far as the question of the reservation of some seats for Backward Classes is concerned the Forest and Tribal Welfare Department of the Madhya Bharat Government has instituted ten scholarships—five for Harijan boys and five for Adivasi boys—tenable at (i) Scindia School, Fort Gwalior (ii) Daly College, Indore and (iii) Malarshram, Indore, for two years in the first instance commencing from the current academic session. The task of selecting scholars has been entrusted to a committee formed by the State Government.
	Increase in the number of scholarships to cover the students of lower income group would not, it is regretted, be possible in view of the financial position of the State.
Madhya Pradesh	It will not be possible for them to agree to the proposal.
Madras	In their present state of finances they are unable to institute any merit scholarships in public schools.
Manipur	It is not possible to introduce these scholarships in 1954-55 and the question is being examined for future years.
Pepsu	The State Government regrets its inability to sponsor the scheme.
Punjab	The question of instituting merit scholarships in public schools is being considered.
Saurashtra	A scheme is being formulated on the lines suggested.
Travancore-Cochin	The State Government is not instituting any free scholarships in public schools for the present.
Uttar Pradesh	The State Government very much regrets that, in the present financial stringency, they are not in a position to accept the pro-

	posal of the Ministry of Education. They are, however, separately considering the question of giving some scholarships to meritorious students taking admission to classes XI and XII in some schools in the State.
West Bengal	The matter is receiving attention.
	(No reports have been received from the other States).

ANNEXURE II

Statement showing action taken by State Governments on Recommendation No. IV para 2 of the Proceedings of 20th Meeting of the Central Advisory Board of Education held at New Delhi in November, 1953.

Recommendation.—The Board recommended that the State Governments should promote hobbies, and establish Scout and Guide organisations, youth hostels etc. and stress the importance of athletics and the National Cadet Corps.

Ajmer	Hobbies are promoted in schools. Scouts and Guides organisations have been established in educational institutions. Due stress has been laid on N.C.C. and A.C.C. which will further be extended to more High schools and colleges.
Bhopal	Provision for scouting and sports already exists in the State. N.C.C. is being shortly introduced. Special coaches for games have been provided in the schools.
Coorg	Clubs have been started in schools and colleges. N.C.C. is also organised in High schools and Government college, Mercara. Due attention is also given to the development of athletics and games. Recently the Auxiliary Cadet Corps has also been organised in all the High schools and all pupils of the age of 12 and above are enlisted.
Vindhya Pradesh	Physical training is compulsory in every Government school. Scouting is being organised on provincial basis and Scout Camps are arranged every year in which scouts and guides from all over the State participate. There is one Senior Division, N.C.C. and 15 units of Junior Division.

ANNEXURE III

Statement showing the action taken by the Government of India on the following recommendations made by the Board at 20th Meeting held at New Delhi in November, 1953

Recommendations	Action Taken
Item III (a)—The Board recommended that a separate section dealing with Basic education should be set up in the Central Ministry of Education.	A separate section for Basic and Social education has since been set up in the Ministry of Education.
Item III (b) (ii)—The Board recommended that steps should be taken to construct roads in Scheduled Areas and residential accommodation at State Government's cost for pupils in Scheduled Areas.	The Ministry of Home Affairs has addressed all State Governments concerned to provide hostel accommodation wherever available for pupils in Scheduled Areas at the expense of the State Governments; Central grants under article 275 (I) of the Constitution would be available for the purpose. The States concerned are also entitled to grants under Article 275(i) of the Constitution for the development of roads in Scheduled Areas etc.
Item III (c)—The Board recommended that (1) Price of publications should be reduced to enable educational institutions and teachers to purchase them in large quantities.	(1) The prices of publications of the Ministry issued during the current year are comparatively much lower than those published in previous years. The prices of some are as follows: Rs. (i) Student Indiscipline -/4/- (ii) Handbook of Suggestions for Teachers in Small Rural Schools -/4/-

Recommendations	Action Taken
	(iii) Seven years of Freedom. -/8/- (iv) Headmasters on Secondary Education -/5/- (v) Better Teacher Education. -/5/-
(2) Graduate teachers under training should be advised to buy 'The Education Quarterly' and other Indian educational journals.	(2) Efforts have constantly been made to induce educational institutions, universities and Training colleges to buy "The Education Quarterly." Directors of Public Instruction, Directors of Education and Registrars of Universities have also been requested to bring the Ministry's publications to the notice of educational institutions in their areas.
(3) State Governments should be asked to buy publications in bulk and distribute them to educational institutions under their control.	(3) Directors of Public Instruction have been addressed accordingly. The Directors of Andhra, Bombay, Hyderabad, Jammu & Kashmir and Pepsu place bulk demands for both "The Education Quarterly" and other publications.
Item III (e) (f) & (g)—The Board recommended: (i) In addition to providing vocational training for the handicapped the State Governments should take necessary steps for providing sheltered workshops for their employment. (ii) A Central survey should be made of the handicapped in the country so as to devise a more comprehensive and	(i) The recommendation has been forwarded to the State Governments. Replies are awaited. (ii) A sum of Rs. 14,000/- has been provided in the budget for 1955-56 for administering intelligence tests to about 2,000 school children in Delhi with a view to determining how many of them are so mentally retarded as to need

Recommendations	Action Taken
concrete scheme for their rehabilitation.	education in special schools. The question of carrying out a more comprehensive survey of the various groups of handicapped persons will be considered by the National Advisory Council for the Education of the Handicapped which is proposed to be established shortly. Meanwhile action is being taken to include in the second Five-Year Plan a scheme for carrying out a comprehensive survey of all the important groups of handicapped persons.
Item III (j)—(i) The Board recommended that the Government of India should consider paying at least a part of their dues to displaced teachers after making adequate investigation of their claims without waiting to settle this matter with the Government of Pakistan.	(i) The question was taken up with the Ministry of Rehabilitation who have since extended the benefit of their scheme of interim relief to holders of Post Office Savings Bank Accounts left in Pakistan to indigent displaced teachers also; the Ministry of Rehabilitation are also considering the extension of similar benefits to other teachers.
(ii) The Board recommended that the universities in the partitioned provinces should be accorded preferential treatment in the matter of grants by the Government of India.	(ii) The recommendation has been conveyed to the University Grants Commission who are now responsible for advising on the allocation of grants to universities. The Commission have noted the recommendations.
Item VI (a)—The Board recommended that the Government of India should set up an All-India Council of Rural Higher Education to examine the work of the present rural higher educational	The question of setting up of the proposed Council will be taken up after the report of the Rural Higher Committee appointed by this Ministry in collaboration with the Ford Foundation is received and

Recommendations	Action Taken
institutions in various parts of the country and to advise on their future development.	considered by the Government of India.
Items IX & X—The Board recommended that questions relating to the medium of instruction should be tackled by the universities on an all-India basis and that the transition from English to regional languages or Hindi should be affected in a gradual and coordinated manner so that there may be no fall in the academic standards.	Items IX, X & XI—The recommendations have been brought to the notice of the universities and State Governments for suitable necessary action.
Item XI—The Board recommended that the universities should take steps for the establishment of academies and bureaux for the preparation of suitable textbooks in all subjects and also for translating books in Hindi from other Indian and foreign languages.	
Item XIV—The Board requested the Ministry of Education to urge the Planning Commission to make more adequate provision for education particularly for universal free and compulsory education during the second Five-Year Plan.	The question was discussed at the conference of State Education Secretaries etc., held in November 1954 and certain priorities and targets were tentatively drawn up for the various stages. The policy to be adopted in the formulation of the second Five-Year Plan is still under discussion.
Item XV—The Board recommended that the Government of India should permit the mother-tongue to be the	The matter was referred to the Ministry of Defence as it concerned them; no reply has been received from them.

Recommendations	Action Taken
medium for the competitive examinations for children of 12 or below seeking entrance into schools for the Armed Forces.	
Item XVII—The Board desired that the Association of Moral and Social Hygiene should prepare a concrete programme of work on the subject of sex education in Teacher Training colleges and institutions for examination by the Ministry of Education.	The Association has not so far sent any programme in spite of timely intimation and reminders.

APPENDIX B (II)

MEMORANDUM ON ITEM NO. IV (II) OF AGENDA

Subject:—To consider the Report from the Government of India and State Governments on the action taken on the recommendations of the Board at their 21st Meeting

The recommendations made by the Central Advisory Board of Education were referred to the State Governments and universities for such action as was necessary. A summary of replies which have been received so far, is given in the statements appended herewith. (Annexure IV to VI).

A statement (Annexure VII) is also attached showing the action taken by the Government of India on the recommendations with which they are directly concerned.

ANNEXURE IV

Statement showing action taken by State Governments on Recommendation V of the Proceedings of the 21st Meeting of the Central Advisory Board of Education held at New Delhi in February, 1954

Recommendation.—"The Board approves generally the Report of the Secondary Education Commission with the following specifications and endorses the priorities in the field of Secondary education listed by the Implementation Committee in their report.

The Board expresses the hope that the Government of India and the State Governments will adjust the Plan for the remaining two years of the present Plan, so as to make an adequate provision for the implementation of some of the urgent reforms in the field of Secondary education, as recommended by the Implementation Committee and will make suitable provision for the purpose in the second Five-Year Plan. The Board further hopes that the programme for the reconstruction of Secondary schools as formulated by the Committee, will be treated as the minimum and that it may be possible, for at least some of the States, to accelerate the tempo, as envisaged by the President of the Board in his Inaugural Address."

A & N Islands	The recommendations have been noted.
Andhra	The matter is under consideration of the Government.
Assam	The matter is receiving active attention of the State Government.
Coorg	Action is being taken to implement the recommendation.
Himachal Pradesh	The State Government have constituted a State Advisory Board with Pt. Padam Dev, Education Minister, as Chairman to finalise action to be taken on the recommendations of the Committee on Secondary Education Commission.
Madhya Pradesh	The matter is receiving the active consideration of the Government.
Madras	The Government have constituted a Committee to examine the question of implementation of the recommendations of the Secondary Education Commission.
Manipur	It is not possible for the Administration to declare unequivocal acceptance of the education pattern set out in part 'A' of the

	report of the Implementation Committee as education in the State is under the control of the Gauhati University of Assam.
Punjab	It is proposed to set up an Implementation Committee in the Punjab in the near future and the suggestions made by the Central Advisory Board of Education will be placed before it for consideration.
Travancore-Cochin	The State has seriously taken up the question of reorganising its Secondary education and is trying to introduce diversified courses in Secondary classes and Basic education in Primary classes.
Vindhya Pradesh	Recommendations are under the consideration of the State Government.
	(No replies have been received from the remaining States so far.)

ANNEXURE V

Statement showing the action taken by the State Governments on the Recommendation VI of the Central Advisory Board of Education at their 21st meeting held at New Delhi in February, 1954.

Recommendation.—The Board accepted generally the report of the Committee on the Implementation of the Recommendations of the University Education Commission and resolved that:

(a) measures should be taken for the reconstruction of University Senates, Syndicates and Academic Councils generally in terms of the recommendations of the Radhakrishnan Commission;

(b) it may be left to the discretion of the State Governments to decide whether or not, the Head of the State should be Ex-officio Chancellor of the University/Universities within their jurisdiction;

(c) the Vice-Chancellor should be appointed by the Chancellor out of a panel of names selected in accordance with the practice in vogue in Delhi University;

(d) as an interim measure, that is, before Secondary schools can be upgraded to provide the extra-year schooling with teachers of the necessary qualification, the first year of the four-year degree course (two years' Intermediate and two years' B.A.) should be replaced by one year's pre-university and three years' degree course. The pre-university courses should be designed to improve the students' general education and to give them such intensive training in English as will help the students to follow lectures in it, so long as it is the medium of instruction in the university.

(e) In teaching work, great emphasis should be placed on the tutorial classes so that the number of hours devoted to tutorial classes is at least the same as that devoted to lectures. A tutorial class should not include more than 10 students.

(f) The salary grades of teachers should be improved on the lines proposed in the Report.

(g) The Government should give interest-free loans for students' hostels and loans on a low rate of interest for teachers' quarters.

(h) Each university should have at least 100 scholarships to be awarded each year or scholarships equivalent to one per cent of the students' strength—whichever is greater—for poor but meritorious students.

(i) The university should appoint examiners out of a permanent panel, with a fixed duration for the period of examinership, more or less on the lines of the procedure followed in Madras and Baroda Universities.

(j) In order to attract better teachers, steps should be taken to provide suitable facilities for insurance, housing and children's education to teachers in universities and colleges.

(k) The Central and State Governments should give grants to universities in the form of non-lapsable block grants which may be reviewed every five years.

Andhra	The State Government, in view of its slender finances is not in a position to consider for the time being the suggestions for the improvement of scales of pay of teachers and other staff employed in the affiliated colleges.
Himachal Pradesh	(a) to (d): The State Government is not concerned as they have no university of their own. (e) Action is being taken accordingly. (f) The scales of teachers in the State correspond to those prevailing in the neighbouring part 'A' State *i.e.* the Punjab.

of the necessary qualification, the first year of the four-year degree course (two years' Intermediate and two years' B.A.) should be replaced by one year's pre-university and three years' degree course. The pre-university courses should be designed to improve the students' general education and to give them such intensive training in English as will help the students to follow lectures in it, so long as it is the medium of instruction in the university.

(e) In teaching work, great emphasis should be placed on the tutorial classes so that the number of hours devoted to tutorial *classes is at least the same as that devoted to lectures. A tutorial class should not include more than 10 students.*

(f) The salary grades of teachers should be improved on the lines proposed in the Report.

(g) The Government should give interest-free loans for students' hostels and loans on a low rate of interest for teachers' quarters.

(h) Each university should have at least 100 scholarships to be awarded each year or scholarships equivalent to one per cent of the students' strength—whichever is greater—for poor but meritorious students.

(i) The university should appoint examiners out of a permanent panel, with a fixed duration for the period of examinership, more or less on the lines of the procedure followed in Madras and Baroda Universities.

(j) In order to attract better teachers, steps should be taken to provide suitable facilities for insurance, housing and children's education to teachers in universities and colleges.

(k) The Central and State Governments should give grants to universities in the form of non-lapsable block grants which may be reviewed every five years.

Andhra	The State Government, in view of its slender finances is not in a position to consider for the time being the suggestions for the improvement of scales of pay of teachers and other staff employed in the affiliated colleges.
Himachal Pradesh	(a) to (d): The State Government is not concerned as they have no university of their own.
	(e) Action is being taken accordingly.
	(f) The scales of teachers in the State correspond to those prevailing in the neighbouring part 'A' State *i.e.* the Punjab.

(j) Facilities as admissible under the Punjab Education Code are being provided to the teachers for the education of their sons. In regard to insurance and housing, the teachers are treated at par with other government servants.

Travancore-Cochin	The State Government has already appointed a Committee to revise the university Act in the light of the recommendations of the University Education Commission, and other developments in the field of University education.

ANNEXURE VI

Statement showing the action taken by the State Governments on the Recommendation VII of the Central Advisory Board of Education at their 21st meeting held at New Delhi in February, 1954.

Recommendation. The Board approved generally the note on girls' education in rural areas prepared by the Secretary, Ministry of Education, and drew special attention to the following recommendations.

(a) In all rural schools, wherever possible, posts of school-mothers should be created and the school-teachers' wives (or other suitable women, if necessary) should be appointed to these posts on a remuneration of about Rs. 10/- per month.

(b) Wherever possible rent-free accommodation should be provided for teachers within the school precincts, and the expenditure on this should be treated as part of the approved expenditure.

(c) The maximum age of recruitment for women teachers should be raised to 40-45. Special refresher courses should be provided, where necessary, for women who had finished their schooling more than five years before their appointment. These short-term courses may be considered as equivalent to regular courses for purposes of service in the schools.

(d) For the next five years the educational qualifications essential for women teachers may be suitably relaxed at the discretion of the Education Departments concerned, which should also take other suitable steps to attract more women teachers *e.g.* provision of part-time work, reduced hours of work and suitable adjustment in the time-table of girls' schools/classes so as to enable married women to combine teaching work with household duties.

(e) Girl students, who are willing to take up teaching as a profession after their schooling, should not be charged tuition fees in classes VII and VIII and should, in addition, be given on as large a scale as possible stipends in the higher classes and during the training courses.

Action Taken

Andaman & Nicobar Islands	Recommendations have been noted for implementation as far as possible.
Assam	(a) Steps are being taken to implement the recommendation where possible.
	(b) School Boards have been instructed to provide free quarters to teachers in certain schools with the labour and contribution of villagers.
	(c) The recommendation is acceptable.
	(d) Relaxation with regard to educational qualification will be made only when women with requisite qualifications are not available.
	(e) There is already some provision for stipends for training of women teachers. The State Government consider it more desirable to increase facilities for the training of women teachers instead of providing stipends and free studentships to girls who are willing to become teachers after schooling.
Andhra	(a) In view of the heavy cost involved in the proposal, the State Government do not propose to pursue the recommendation for the present.
	(b) The proposal has already been examined by the Elementary Education Committee constituted by the State to reorganise the system of Elementary education. The recommendations of the Committee for raising the pay of all the Elementary school teachers will be examined by the Government. The question of providing rent free quarters to such teachers will be decided with reference to financial implications.
	(c) The age limit is fixed as per existing rules for Elementary schools.

	(d) The State Elementary Education Committee is of opinion that only Secondary grade trained teachers should be appointed in all Elementary schools in future, which is separately under the consideration of the State Government. (e) There is no dearth of women teachers in the State. Moreover, the question of remitting tuition fees in classes VII and VIII does not arise as, in view of (d) above, higher grade teachers may not be entertained in future.
Bhopal	(*a*) Steps will be taken to create such posts in rural schools, as far as possible within the financial resources of the State. (*b*) Quarters for teachers are being constructed along with the buildings of Primary schools. The same facilities may be extended, if possible, to the teachers of Middle schools in rural areas. (*c*) & (*d*) Rules about the age and qualifications for recruitment are being relaxed in suitable cases.
Bombay	(*a*) Girls' schools are staffed by women teachers. It has also been decided to staff the mixed schools, as far as possible, by women teachers. Appointment of school-mothers would be costly and not commensurate with the benefits accruing from the proposal. (*b*) As many village schools have yet to be provided with buildings, it would not be possible to provide rent-free accommodation to village school teachers for the present. (*c*) Upper age limit for women teachers in Primary schools has been raised from 25 to 30 years. No further relaxation is considered desirable due to rapid aging of women in India.

	(*d*) In view of the fact that there is no dearth of women teachers in the State and that it is essential to maintain some minimum standard of education in Primary schools, it is not necessary to lower the minimum educational qualifications for women seeking employment as Primary teachers.
	(*e*) Primary education upto standard IV is free. A large number of girls in Upper Primary standards is also exempted from the payment of tuition fees. Stipends or duty pays are also being paid to men and women teachers deputed for training to Primary Training colleges. No further concessions are considered necessary for women.
Coorg	(*a*) The question is under examination.
	(*b*) Accommodation is being provided to school teachers as far as possible, but free accommodation is not necessary as the scale of pay of the teachers in the State is much higher than those obtaining in other States.
	(*c*) & (*d*): There is no dearth of women teachers in the State. Hence it is not considered necessary to relax the rules for recruitment.
	(*e*) All trainees are granted stipends during their training period, and education up to class VIII (Middle school standard) has been made free in the State.
Himachal Pradesh	(*a*) The State Government does not feel the necessity of school-mothers. However, attempts are made to see that teachers' wives are stationed at the station of duty of their husbands.
	(*b*) & (*c*) : The recommendations are being examined.
Kutch	The State agrees to give effect to all the recommendations, provided the expenditure

	thereon is met by the Central Government, as Kutch is a part 'C' State.
Madhya Bharat	Recommendations are receiving the attention of the State Government.
Madhya Pradesh	(*a*) It would not be possible to create additional posts of school-mothers as this will put an additional strain on the already poor financial condition of the local bodies. (*b*) The question of rent-free accommodation is under the consideration of the State Government. (*c*) & (*d*) There is already a large number of women candidates, and the question of raising the age limit or relaxation of the educational qualifications does not arise. (*e*) This part of the recommendation was given a trial in the State, but as a sufficient number of girls was not available, the experiment was dropped.
Madras	(*a*) There is already a large number of women teachers in rural schools. (*b*) It is not feasible to arrange for living accommodation for teachers, when accommodation for schools is lacking. (*c*) No age limit is fixed and there is no difficulty in securing women teachers. (*d*) There is no difficulty in attracting women to teaching profession. Local bodies already give preference to the retention of women teachers, and the married ones also enjoy maternity leave. It is, therefore, not desirable to relax educational qualifications for women teachers in the interest of efficiency of instruction in schools. (*e*) Education is free in all Elementary schools. Stipends are already being paid to students undergoing teachers' training. Further payment of stipends to girls in

	Higher Elementary schools would involve additional expenditure to the State Governments.
Saurashtra	(*a*) Almost all schools have one or more lady teachers and a large number of them is recruited every year; it will therefore be possible to post one lady teacher to each Primary school in the near future. (*b*) Accommodation is provided to almost all Primary teachers, though it is not free at all places. (*c*) There is no age bar for teachers for recruitment to Primary schools. (*d*) Fair proportion of lady teachers, specially in Primary schools, is already being maintained. (*e*) The matter is receiving attention.
Travancore-Cochin	Education among women in this State is so advanced that there is no scarcity of full-time qualified teachers and due consideration is already being given to women in the matter of recruitment as teachers.
Uttar Pradesh	(*a*) Since Primary schools in rural areas are not residential schools, the State Government does not consider it necessary to appoint school-mothers there. Matrons are, however, already appointed in girls' schools where there are hostels. (*b*) Encouragement to build teachers' quarters is given whenever possible. The recommendation cannot be implemented wholesale due to financial stringency. (*c*) The State Government is not in favour of relaxing the age limit. If recommendation (*b*) above could be fully implemented, a sufficient number of trained women will be available in rural areas.

	(*d*) Where women teachers are not available, the essential qualifications are being relaxed. If suggestion (*b*) above could be implemented, there is no necessity to put forward attractions like reduced hours of work, etc. (*e*) There is already a provision for special stipends and scholarships for girls who intend to become teachers after schooling. During their training period, almost all women candidates are awarded stipends.
Vindhya Pradesh	Recommendations are under consideration.

ANNEXURE VII

Statement showing the action taken by the Government of India on the following recommendations made by the Board at their 21st Meeting held at New Delhi in February, 1954.

Recommendations	**Action Taken**
Item III (*c*) —The Board recommended that greater emphasis should be given to the rehabilitation of institutions and provision of buildings and equipment where necessary and that the Governments of Punjab and Pepsu should make a joint survey of the number of institutions that will remain to be rehabilitated and report to the Ministry of Education.	The Ministry of Education have recently received a report from the Punjab Government; the report from the Pepsu Government is still awaited. The Ministry of Rehabilitation has been apprised of the position and the matter is under consideration by that Ministry.
Item No. VIII (*a*)—The Board considered the note on Student Indiscipline prepared by the Secretary, Education Ministry and generally agreed with the analysis of student-unrest made therein and approved the various suggestions contained in it.	In July 1954 a detailed note was submitted to the Cabinet by the Ministry of Education containing proposals for the improvement of discipline of students and the general standards of education. The proposals were in two parts, those with financial implications and those which were not financial in nature. The proposals which were of a financial nature dealt with the improvement of the salaries and service

Recommendations **Action Taken**

conditions of teachers at all stages including colleges and universities. The Government of India have decided that these proposals should be considered in detail after the Report of the Taxation Enquiry Committee had been received and examined. The proposals which were non-financial in character related to—

1. Amendment to University Acts in order to reconstitute Senates and Syndicates on the lines of the recommendations of the Radhakrishnan Commission Report; (2) re-constitution of Managing Committees; (3) improvement of status of teachers; (4) reconstruction of the system of examinations; (5) measures to encourage self-discipline, social service activities and extra-curricular activities among students and (6) measures to introduce an ethical content in instruction in schools. Letters covering parts (1) to (4) above have been issued by the Education Secretary to all State Education Ministers and Education Secretaries.

This recommendation, along with others, was circulated as usual to the State Governments. Reports received from some of them are as follows :

Bhopal	The hostel facilities and play grounds are being provided, as far as possible, to High and Middle schools. About 500 teachers will become Secretaries of *Gaon Sabhas* or *Panchayats* and will get an allowance of Rs. 20/- which is likely to further improve their emoluments. Opportunities to participate in N. C. C., Scouting, Guiding and social activities are being provided.
Himachal Pradesh	Suitable facilities for higher specialised study abroad will be provided to teachers within the age range of 25 to 35 as far as possible. Other recommendations are being examined.

Uttar Pradesh	The State Government are already making every effort to provide opportunity to every student of the Secondary schools and colleges to participate in the activities aimed at social and physical development of the youth as are possible within the limited resources of the Government. The State Government propose to start some more units of the N. C. C. during the current year and also to extend financial assistance to educational institutions for raising the Auxiliary Cadet Corps. In addition, military education and social service training is imparted to students of classes XI and XII. Grants are also paid to Bharat Scouts and Guides Organisation, which has an enrolment of 1,08,000 volunteers in the State.

Recommendations	**Action Taken**
Item VIII (*b*) —Col. Virendra Singh of the Ministry of Defence explained to the Board the need for extending facilities for Auxiliary Cadet Corps training at the University (and college) level. The Board expressed their sympathy with the institution of the Auxiliary Cadet Corps and requested the Ministry of Education to take an interest in the development of the Corps in consultation with the Ministry of Defence.	The Ministry of Education have sanctioned to the N. C. C. Directorate, Ministry of Defence, a sum of Rs. 5 lakhs for organising Auxiliary Cadet Corps Annual Camps during December, 1954. About 10,000 students are expected to participate in the camps for a period of 21 days.

APPENDIX C

MEMORANDUM ON ITEM NO. V OF AGENDA

Subject: Report of the Conference of University Teachers of Economics regarding the teaching of Economics in the universities

A conference of the professors of Economics in the universities was held on the 29th and 30th March, 1954 to consider the teaching of Economics in the universities in the context of Indian conditions. The recommendations of the Conference given in the enclosed *proceedings are placed before the Central Advisory Board of Education for consideration and advice.

APPENDIX D

MEMORANDUM ON ITEM NO. VI OF AGENDA

Subject:—Report of the Conference of University Teachers of History regarding teaching of History in universities.

A conference of the professors of History of the Universities of India was held on the 5th-7th March, 1954 to consider the teaching of History in the universities. The recommendations of the Conference given in the enclosed †proceedings are placed before the Central Advisory Board of Education for consideration and advice.

APPENDIX E

MEMORANDUM ON ITEM NO. VII OF AGENDA

Subject:—To consider the desirability of introducing Basic education in Anglo-Indian and Convent schools and similar other institutions

The principles and technique of Basic education are recognised as educationally and psychologically valuable for Elementary schools. The C.A.B.E. has recommended the adoption of this system for all Elementary schools. If the principles and technique are sound there is no reason why they should not be given a trial, even though in a small measure, in Convent and Anglo-Indian schools. These schools provide education to a large number of children of the upper middle class in major towns of India. In certain respects e.g. standard of smartness, manners and personality-development, these schools act as a model to the general schools where the standard of fees and therefore of qualification of staff etc., is lower.

It is, therefore, desirable that, at these institutions, the new system of Basic education should be given a trial. Unless that is done the children of the upper middle class in cities and towns will remain out of this important national experiment. There will also be a suspicion in the minds of the common people whose children go to the general schools that the technique and principles of Basic education are not considered to be sound for the children of the upper middle class.

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* Proceedings not attached. Please see the printed proceedings of the Conference of University Teachers of Economics regarding the teaching of Economics in the universities held on the 29th and 30th March, 1954.

†Proceedings not attached. Please see printed Proceedings of the Conference of University teachers of History regarding teaching of History in the Universities held on the 6th and 7th March, 1954.

The suggestion here is not that the Anglo-Indian and Convent schools should be compelled immediately to change over to the Basic system, but they should be called upon to join this important national experiment by introducing in some classes this technique. Already crafts are practised as hobbies in some of these schools. These crafts can now be included in the regular curriculum and in some classes the method of co-relation may also be attempted for the teaching of general subjects through crafts. Before this is done, selected teachers from these schools may be placed under training in a specially organised camp where principles of Basic education and its technique should be thoroughly discussed.

It is suggested that this recommendation may be made by the Central Advisory Board of Education to the Ministry of Education who should call upon the Board of Anglo-Indian Education as well as institutions individually to join the experiment. Secondly, the Ministry may be requested to organise a training course for these teachers and to sanction grants to each State Government for assisting these schools for the non-recurring expenditure in giving a trial to Basic education.

APPENDIX F

MEMORANDUM ON ITEM NO. VIII OF AGENDA

Subject :—To consider the desirability of prescribing maximum qualifications and maximum age limits for entry into different grades of Government services so as to check the tendency of drift into colleges and universities for the sake of securing jobs.

An important recommendation of the University Education Commission runs as follows :

" A university degree should not be required for Government Administrative Services. Special State examinations for recruitment to the various services should be organised and should be open to whosoever cares to take them. That this may not unduly add to the work of the Service Commissions, a small deposit may be prescribed for the privilege of taking examination and candidates satisfying a minimum standard of achievement may be entitled to refund. This would remove one of the chief evils of the educational system ".

At present not only for the highest administrative services but also for a large number of services of the middle and subordinate grades, the minimum qualification is a university degree. Even for posts for which the minimum qualification is a matriculation certificate, candidates holding degrees are often given preference. Consequently there is a general drift into universities of all manner of students irrespective of whether they are suitable for higher education or not. Higher education has become only a stage for obtaining Government jobs.

It is doubtful if in any other progressive country in the world has such vocational character been acquired by university degrees.

It is, therefore, proposed that for all Government services except the Indian Administrative Service and the Indian Foreign Service, the minimum qualification should be the Higher Secondary School Certificate or an equivalent certificate, and until the Higher Secondary School Certificate is introduced, the High School Certificate.

The evil will, however, not be checked by merely lowering the minimum qualification because unless the age limit is also lowered, there will always be a time lag between the passing of Higher School Certificate examination and the minimum age limit for entering services. During this period young men will only drift to the universities for want of anything else. There are, however, some precedents of the manner in which this problem has been solved. For example, the maximum age limit for entry into the Armed Services is 17 years and for the Navy it is even less. After their selection, the candidates are subjected to an intensive course of training. In order that this training may not be devoid of liberal education, elements of such education have also been introduced into the courses of training.

It is, therefore, suggested that for most of the Government services the maximum age limit should be brought to the same level as for the Army viz, 17 years and there should be provision for two years' training for most of these Government services. This training course should be carefully devised and while it will naturally be a specialised training, it should also provide a leavening of general education. In this way Government departments will be able to get better trained personnel at a relatively impressionable age. Only such boys and girls will go to the university as have special aptitude for University education or have high enough ability for competing for the Indian Administrative Service and Indian Foreign Service examination.

Unless this is done, although the minimum qualification may be a pass in the Matriculation or the Higher Secondary examination, candidates with higher qualifications will not be prevented from competing with those with lower qualifications. The present evils will, therefore, continue. For certain classes of services, therefore, a maximum qualification is needed. Only in the case of services where higher qualifications are a necessity, there should be no maximum qualification, but in these cases also, if the recruitment is by a competitive examination, there should be no insistence on a very high qualification. Otherwise again the scramble for admission to the universities will continue. Since the recruitment will be by a competitive examination, no fall in standard need be feared. But a system like this will encourage more attention to private coaching than admission in college or university classes.

In order to implement these suggestions the Board should recommend to the Government of India that the Union Public Service Commission, the Ministry of Home Affairs and the State Governments may have a joint conference at which a detailed memorandum prepared by the Ministry of Education on these lines may be discussed.

APPENDIX G

MEMORANDUM ON ITEM NO. IX OF AGENDA

Subject:—To receive the report of the International Team on Teachers and Curricula in Secondary Schools

It will be recalled that at the 20th Meeting of the Board held in November, 1953, mention was made of a Project sponsored by the Government of India in collaboration with the Ford Foundation under which a team of eight educationists (including four foreign educationists) were to conduct a survey of Teacher Training and Curricula in Secondary Schools in India, Denmark, the U.K. and the U.S.A. The team assembled in Delhi in September, 1953 and, after completing a tour of India proceeded to Denmark, the U.K. and the U.S.A. The team returned to India in February, 1954 and, as part of their assignment met leading Indian educationists in the field at a conference in New Delhi in March 1954 at which their findings were discussed, with particular reference to the recommendations of the Secondary Education Commission which had been published earlier. The *report of the team was finalised thereafter and has since been published. The report is placed before the Board for information.

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*Report not attached. Please see the printed report entitled. "Teachers and Curricula in Secondary Schools.—Report of a study by an International Team".

APPENDIX H

MEMORANDUM ON ITEM NO. X OF AGENDA

Subject:—To consider the desirability of establishing parity of standards in schools in different States

In January 1954, the Ministry of Education, Government of India, circulated to all the States a schedule of the system of school classes in the various States prevailing in 1953-54. This schedule shows that different standards with different names are followed in the school courses in the various States. Great difficulty is therefore experienced in assessing the standard of a certificate brought from one State to another thereby causing unnecessary delay and hardship in granting admission to schools.

It will be opportune to try to avoid this difficulty at this stage when the States are considering the question of implementing the recommendations of the Secondary Education Commission.

It will avoid all sorts of confusion and hardship if one common nomenclature is adopted by all States for the different stages in the school course and a common minimum age limit is also fixed for admission into the lowest class and a maximum age limit for retention in the highest class.

APPENDIX J

MEMORANDUM ON ITEM NO. XI OF AGENDA

Subject:—To consider the desirability of formulating syllabus for Higher Secondary schools and Pre-University class

It has been pointed out that the syllabus for the Higher Secondary school should not be dominated by the requirements of the university and yet the intention is also that those who pass out of the Higher Secondary school should be declared eligible for admission to the degree courses. For some time to come it has to be presumed that Higher Secondary schools and Pre-University classes would exist side by side. It is not clear as to how a parity of standards could be brought about without a clarification of the lines on which syllabuses for the two courses have to be prepared. The matter requires full and complete examination.

APPENDIX K

MEMORANDUM ON ITEM NO. XII OF AGENDA

Subject :—Inclusion of Gandhian Philosophy and way of life in the curricula of High school and University stages

It will be recalled that this question was raised at the 21st meeting of the Board held in February 1954 at the instance of Shri K. S. Vaidya, Speaker of the Hyderabad Legislative Assembly. The Board accepted the view of the Chairman that the question should be considered at the 22nd meeting after some preliminary work had been done on it. The question is, therefore, placed before the Board for consideration.

The Government of India have from time to time received suggestions for taking steps to introduce "Gandhian Philosophy and Way of Life" in the curricula of High school and University courses. While many State Governments have, on their own, done somthing in this direction, it will be appreciated that there is need for formulating a sound and well-conceived all-India policy and approach in the matter. As a preliminary to a study of the question, all State Governments and universities were requested to furnish material on the following points:

(a) An account of the steps that may already have been taken to introduce the subject of Gandhian Philosophy and Way of Life in some form in the curricula of High school, College/University courses:

(b) the syllabuses drawn up for the purpose for various classes;

(c) any suggestions for framing an all-India programme in the matter; and

(d) names of persons who have made a special study of the question from educational point of view and who can be approached to give advice in the matter.

A summary of the replies received from the State Governments and universities in the matter is attached (Annexure).

ANNEXURE

Summary of the replies received from State Governments and universities on the question of inclusion of Gandhian Philosophy and Way of Life in the curricula of High schools and University stages.

STATE GOVERNMENTS

Andhra The proposal will be placed before the Board of Secondary Education for Andhra State for its views and the report of the State Government will be sent in due course.

(a) No special steps have been taken to introduce the subject in a definite form in High schools. The ideals are, however, nurtured in the process of educational system and several subjects, e.g., social studies etc., deal with the Gandhian Philosophy of Life.

(b) No special syllabus has been drawn up.

(c) Extra-curricular activities like Scouting, N.C.C., First aid, Junior Red Cross play a significant role in inculcating the ideals of Gandhiji.

Education in Gandhian Philosophy and Way of Life does not entirely lend itself to a classroom treatment. Gandhian Philosophy of Life is a way of life in which the human qualities, virtues and mental attitudes have to be nurtured, cultivated and developed by way of living. If there are good teachers, cheerful and enthusiastic and well disciplined elders, young men would follow their example and this would go a long way towards inculcating in them, truthfulness, honesty, *ahimsa*, moral courage, love of labour and of human beings. There is sufficient literature on the subject in English both for pupils and teachers.

(d) There is no special person of outstanding merit who has made a study of the question from the educational point of view.

Assam No steps have so far been taken and no syllabuses drawn up to introduce the subject.

(e) An all-India programme of rigid uniformity would not be practicable. Nor is it advisable to have it merely as a subject for academic study.

Bombay No systematic study of Gandhian Philosophy has been included in the syllabus at any stage. Steps are, however, being taken to reorient the school syllabus on basic lines by introducing activities such as "safai", community work, craft etc. The Government are of the opinion that the best way of providing facilities for the teaching of this subject would be to introduce books specially written on it as supplementary readers at different stages. If the Centre prepares such books, the State Government would be glad to introduce them in appropriate standards.

Names of experts suggested:

1. Acharya S. R. Bhise,
   Principal, S.P. Hakimji High School,
   Bordi, Distt. Thana.

2. Acharya S. J. Bhagwat,
   C/o Sulabha Rashtriya Granthamala.
   Tilak Road, Poona-2.

3. Shri Maganbhai Desai,
   C/o Gujarat Vidyapith,
   Navrangpura, Ahmedabad-9.

4. Shri Jugatram Dave,
   Swaraj Ashram, Vedchi,
   District Surat.

5. Shri R. S. Hukerikar,
   Chairman, Bombay Legislative Council,
   Bombay.

West Bengal No systematic attempt has been made to introduce the subject in the curricula of schools, though textbooks in Bengali literature include Mahatma Gandhi's Life and Teachings. The subject is also discussed in educational institutions on his birthday. Good books on the subject are usually recommended for a prize or libraries. It is felt, however, that incorporation of Gandhian Philosophy and Way of Life into schools curricula may not be the most effective way of their propagation.

(c) The observance of "Gandhi Weeks" beginning from 2nd October and 30th January, with such programme of activity as may focus the interest of teachers and students on Gandhian way of life.

Names of experts suggested :

1. Sri Bejoy Kumar Bhattacharya,
   Sikshaniketan,
   P.O. Kalanavagram, Distt. Burdwan.

2. Sri Priya Ranjan Sen, M.L.A.,
   1, Dover Lane, Calcutta.

3. Sri Nirmal Kumar Bose,
   Department of Anthropology,
   Calcutta University, Calcutta.

Rajasthan Courses are prescribed by the University of Rajputana and the answer is the same as that of Rajputana University.

Saurashtra Steps are being taken to introduce Gandhian Philosophy and Way of Life in High school standards below Matric in the following way:

1. By arranging discourses on the life of Mahatma Gandhi and other leaders.
2. By introducing community spinning, community prayers and community labour.
3. By inculcating love for Khadi.
4. By making available the necessary literature in Libraries and Reading rooms.
5. By encouraging a study of the biographies of great men of all nations.
6. By introducing all that Basic education means.
7. By making the entry of Harijan students in schools a requisite condition for the continuance of the school or, if it is a school receiving grant-in-aid, for the continuance of the grant.
8. By arranging radio programme or Children's programmes, by undertaking tours and excursions, by sending batches of teachers to places like Sevagram, Bochasan and Vedchhi.
9. By encouraging the study of Hindi.
10. By arranging Labour camps, social service camps, and so on.

(d) Names of experts suggested :

1. Shri Nanabhai Bhatt
2. Shri Manubhai Pancholi.

} have made a special study of the subject from the educational point of view.

Travancore-Cochin (*a*) No steps have been taken to introduce the subject in High school or University courses, though in a simple way, Gandhiji's life and teachings have been included in the lessons in Readers prepared by the Government.

(*b*) No syllabus has been drawn up.

(*c*) Syllabus may be drawn up by a Central body of experts and communicated to States so that the detailed Readers in English and the mother-tongue in various grades could be prepared accordingly.

(*d*) There is no person in the State who has made a special study of the question from the educational point of view.

Andaman & Nicobar Islands. Government High School, Port Blair is affiliated to the West Bengal Board of Secondary Education and the decision rests with the latter.

Bhopal State Educational institutions are affiliated to the Central Board of Secondary Education, Ajmer, which has not so far introduced the subject in the High schools and Intermediate syllabuses.

(*c*) In order to work out the scheme on an all-India basis, it is suggested that the subject be included as a part of the language and text.

(*d*) **Names of experts suggested :**

1. Shri D. I. Lal, Director of Education, Bhopal.
2. Shri U. N. Bhatoley, Principal, Government Agricultural College, Sehore.
3. Shri J.R. Shrivastava, D. I. S. (East) Bhopal.

Vindhya Pradesh High school and Intermediate classes are affiliated to the Central Board of Secondary Education and Degree classes to the Agra University. Hence the syllabuses drawn up by them are followed.

(*c*) In order to frame an all-India programme, the Gandhian Philosophy and Way of Life should be made a compulsory paper for all examinations conducted by different bodies incorporated in India. Two types of courses are recommended :

(*i*) Basic, containing all subjects of Gandhian Philosophy and Way of Life to be studied in all under-graduate and graduate classes ; and (*ii*) Specialised, containing a special study of any one aspect.

The all-India programme should be framed in the light o discussions and deliberations at the proposed meeting of the Centra Advisory Board of Education.

(*d*) **Names of experts suggested:**

1. Shri Banarsi Dass Chaturvedi, M. P.
2. Shri Chaturbhuj Pathak, Tikamgarh (V. P.)
3. Shri Mahendra Kumar Manav, (Chhatarpur) Rewa.
4. Shri Sivanand,
   Satna, Rewa.
5. Shri S. N. Jha, Lecturer,
   Agriculture Darbar College, Rewa.
6. Shri P. S. Mathur, Vice-Principal,
   Maharaja College, Chhatarpur.

UNIVERSITIES.

Agra Steps have been taken to introduce Gandhian Philosophy in the degree courses. The Ethical Philosophy of Gandhiji has been a part of the syllabus in Ethics for about two decades.

For the purpose of drawing up syllabus for General education it is suggested that Professors from different State universities should be invited for the purpose:

(*d*) **Names of experts suggested:**

1. Shri Krishna Kumar, Professor of Philosophy, D. A. V. College, Kanpur, has devoted in a recent Hindi book on Ethics, a Chapter each to both Bhagwad Gita and Gandhism in relation to Western Ethical thought.

2. Dr. Dhawan of Lucknow University : Thesis on "Political Philosophy of Gandhi" prepared for his Ph. D.

3. Dr. B. L. Atreya of Banaras Hindu University.

4. Shri Kusham Kumar, Convener,
   Board of Studies in Philosophy, Agra University.

5. Prof. R. N. Kaul of Allahabad University may be invited for the conference to prepare the syllabus.

Aligarh No steps have so far been taken to introduce the subject in any form. The question of introducing Gandhian Philosophy as one of the types of Philosophy in B.A. and M. A. classes will be considered shortly and efforts will be made to introduce it as early as possible. Suggestions that would assist in framing such syllabus are invited from the Ministry.

(d) Name of expert suggested:

Dr. Zakir Husain.

Allahabad The question of introducing the subject has not been taken up so far.

Andhra Very little has been done to introduce the subject in High schools and colleges. After the introduction of Basic education in the State, steps have been taken by the State Government to acquaint the teachers in Training schools with Gandhian Way of Life.

No syllabus can be presented except the syllabus in Principles of Basic Education for B.Ed. students.

(c) *For High schools*—the following are some items which may be included under the syllabus of Social Studies.

(*a*) Gandhiji's Philosophy—Truth and non-violence, his views on means and ends—decentralisation a moral principle for Gandhiji—Spirit of Service.

(*b*) Gandhiji as educationist and social reformer.

(*c*) Constructive programme etc.

For Arts Colleges The subject may be included as an optional subject under part III.

At the Intermediate level the subject may be taken up in combination with other subjects, such as, Indian History and Civics, or Indian History and Logic.

At the Degree stage, the subject may be introduced for Economics and History students.

For Training Colleges—In the event of these changes being put into effect, the subject should be made a compulsory subject in all Training Colleges in India.

(*d*) **Names of experts suggested :**

1. Shri A. Phanendrudu, M.A., B. Ed.,
   Basic Educational Officer, Kakinada.
2. Shri D. Venkataswami Naidu, M.A., B. Ed.,
   Basic Educational Officer, Anantapur.
3. Shri D. Suryarao, M.A., B. Ed.
4. Shri A. Satyanarayana, M.A., B. Ed.,
   Lecturer, Government Training College, Rajamundry.
5. Shri A. M. Gopal, M.A., B. Ed.,
   Lecturer, A. C. College, Guntur.

Annamalai.—The subject is not prescribed for B.A., or post-graduate courses. Research work can, however, be done on different aspects of Gandhian Philosophy, if fellowships and studentships are made available to the University for this purpose. It is also suggested that an all-India Board consisting of the Heads of Departments of Philosophy at the several universities may be formed to plan and review the work from time to time.

Baroda.—(*a*) Social and Political philosophy of Mahatma Gandhi is being taught in M.A., Classes.

(*b*) Mahatma Gandhi's view on the doctrine of *Karma*, his interpretation of the Bhagwad Gita etc. are mentioned in the teaching of Ethics in the B.A. classes.

(*c*) Gandhiji's scheme of education should be taught in Teacher Training colleges of various universities.

(*d*) **Name of Expert suggested :**

Dr. M. S. Patil : He has obtained a Doctorate Degree on the Educational philosophy of Gandhiji.

Bombay No Information with regard to (*a*) (*b*) & (c).

(*d*) **Names of experts suggested :**

1. Mr. M. S. Patil.
2. Mrs. Usha H. Mehta.
3. Mr. M. V. Shah.

Gujrat (*a*) No such subject has been introduced.

(*b*) The question does not arise.

(*c*) No suggestion have been made.

(*d*) **Names of experts suggested:**

1. Shri Maganbhai P. Desai.
2. Shri Bharatau Kumarappa.
3. Shri J. C. Kumarappa.
4. Shri Kakasaheb Kalelkar.

Lucknow The subject has not been introduced and no syllabus prescribed for any examination of the University. The subject is, however, dealt with in lectures on Ethics and Social Philosophy, but there is no regular scheme for teaching the subject of Gandhian Philosophy as yet.

Nagpur So far the subject has not been introduced for the University courses.

(*d*) **Names of experts suggested:**

1. Dr. E. Asiwatham, M.A., Ph. D.,
   Head of the Department of Studies in Political Science, Nagpur University.

Rajputana No steps have been taken to teach the subject, except by having a lesson in some texts of the High school classes and no special syllabuses have been drawn up for the purpose.

(*c*) **Suggestions for preparing all-India programme**

(*i*) One of Fischer's books may be prescribed for intermediate classes as a non-detailed study.

(*ii*) A similar book either in English or in Hindi translation may be prescribed for the Matriculation also.

(*iii*) There is no available book on the subject for B. A. classes in Philosophy and a new one will have to be prepared.

(*iv*) At the M. A. level, the subject can be studied as part of contemporary Philosophy.

(*d*) **Names of experts suggested:**

1. Dr. P. T. Raju, University Professor of Philosophy. He has

(*a*) included a long section on Gandhiji's philosophy in his "Idealistic Thought of India."

(*b*) lectured on "The Metaphysical foundations of Gandhian Ethics" at the University of Illinois, U. S.

(*c*) spoke on " The Practical Implications of Gandhi's Ethics" at the Roosevelt College. Chicago. He is acquainted with many of the difficult problems in Gandhian Philosophy.

S. N. D. T. Women's University Bombay	The University has prescribed " Mahatma Gandhi Period" in philosophy for the M.A., examination.
Visva Bharati	"Gandhian Way of Life" should not be introduced as a subject in the curricula and can best be realised through practical living.

The Universities of Delhi, Jammu and Kashmir, Madras, Poona, the Punjab, Karnatik, Allahabad and Roorkee have sent "Nil" replies to all four points.

APPENDIX L

MEMORANDUM ON ITEM NO. XIII OF AGENDA

Subject.—To consider the desirability of establishing a separate advisory committee on Basic education as a standing committee of the Central Advisory Board of Education

In 1938, the Central Advisory Board of Education had recommended that the national system of mass education in India should be organised on the lines of Basic education. On their recommendation the Basic pattern has since been accepted both by the Government of India and the State Governments. But although the main lines laid down by the Zakir Hussain Committee were generally approved by the Board, the precise connotation of Basic education was difficult to define and there have been some differences of opinion in regard to emphasis and details. As a result, the progress of Basic education in different States has been very unequal—both qualitatively and quantatively.

It is, therefore, desirable to appoint a small standing committee on Basic education which can study the problems in the field in detail and help the Ministry as well as the State Governments to devise ways and means by which the spread of Basic education throughout India on sound lines may be facilitated. The Central Advisory Board of Education is no doubt there to give advice to the Governments on all matters of educational policy and organisation, but it cannot do so very well, because of its size and the time at its disposal, examine in detail the various technical issues connected with particular aspects or stages of education. The appointment of the above Committee, in the circumstances, would be helpful to all State Governments as well as to the Government of India.

The proposed committee may have members of the Central Advisory Board of Education as well as outsiders who are well experienced in Basic education. They may be nominated by the Chairman or coopted by the Committee. The Committee would meet as frequently as may be necessary and not merely once a year before the Central Advisory Board of Education meeting. It will consist of the following members:

(*a*) Chairman

(*b*) Secretary

(*c*) Five members of the Central Advisory Board of Education.

(*d*) Five members from outside, with special knowledge and experience in the field of Basic education.

The functions of the proposed Committee may be the following:

(*a*) To advise the Ministry in the planning of the policy for the development of Basic education.

(*b*) To examine the work done in this field by the Centre and State Governments and to suggest ways and means for promoting further development.

(*c*) To examine the problems of Basic education with special reference to the following points:

(*i*) Development of correlated techniques of teaching.

(*ii*) The productive aspect.

(*iii*) Preparation of suitable materials and aids.

(*iv*) Integration of Basic with Secondary and University education.

(*v*) Impact of Basic education on the life of the community.

(*vi*) Any other issue connected with Basic education.

So far as problems of Secondary education are concerned,
will be dealt with by a similar committee on Secondary edu-
, consisting of five members of the Central Advisory Board
ication and five members from outside with special knowledge
perience in the field of Secondary education. This committee
specially concerned with problems pertaining to the re-
ation of Secondary education. The Chairman has already
ted an Implementation Committee for the proposals of the
ary Education Commission. It has some members of the

Board and some outside members and it is proposed that
Committee with such changes as the Chairman of the Board
like to make, should serve as the Committee on Secon
education.

The net result of this proposal will be that instead of ha
one Standing Committee dealing with Basic, Social and Secon
education there will be two committees, one dealing with
and Social education, and the other with Secondary education.

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Appendix H.

CENTRAL ADVISORY BOARD OF EDUCATION IN INDIA.

Item No.X of Agenda.

Twenty-second Meeting
12th to 14th January.

Subject:- To consider the desirability of establishing Parity of standards in schools in different States.

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In January 1954, the Ministry of Education, Government India circulated to all the States a schedule of system of school classes in the various States prevailing in 1953-54. This schedule shows that different standards with different names are followed in the school courses in the various States. Great difficulty is therefor experienced in assessing the standard of a certificate brought from on State to another thereby causing unnecessary delay and hardship in granting admission to academic schools.

It will be opportune to try to avoid this difficulty at this stage when the States are considering the question of implementing the recommendations of the Secondary Education Commission.

It will avoid all sorts of confusion and hardship if one common nomenclature is adopted by all States for the different stages in the school course and a common minimum age limit is also fixed for admission into the lowest class and a maximum age limit for retention in the highest class.

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Appendix (j)

CENTRAL ADVISORY BOARD OF EDUCATION IN INDIA.

Item No.XI. of Agenda

Twenty-second Meeting-New Delhi
12th to 14th January, 1955.

Subject:- To consider the desirability of formulating Syllabus for higher Secondary Schools and Pre-University class.

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It has been pointed out that the syllabus for the Higher Secondary School should not be dominated by the requirements of the University and yet the intention is also that those who pass out of the Higher Secondary School should be declared eligible for admission to the Degree courses. For some time to come it has to be presumed that Higher Secondary Schools and Pre-University classes would exist side by side. It is not clear how a parity of stnadards could be brought about without a clarification of the lines on which syllabuses for the two courses have to be prepared. The matter requires full and complete examination.

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Appendix K

CENTRAL ADVISORY BOARD OF EDUCATION IN INDIA.

Item No.XII of Agenda.

Twenty-second Meeting-New Delhi,
12th to 14th January, 1955.

Subject:- Inclusion of Gandhian Philosophy and ways of life in the curricula of High School and University stages.

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It will be recalled that this question was raised at the 21st meeting of the Board held in February 1954 at the instance of the Shri K.S. Vaidya, Speaker of the Hyderabad Legislative Assembly. The Board accepted the view of the Chairman that the question should be considered at the 22nd meeting after some preliminary work had been done on it. The question is, therefore, placed before the Board for consideration.

2. The Government of India have from time to time received suggestions for taking steps to introduce "Gandhian Philosophy and way of life" in the curricula of High School and University courses. While many State Governments have, on their own, done something in this direction, it will be appreciated that there is a need for formulating a sound and well conceived all-India policy and approach in the matter. As a preliminary to a study of the question, all State Governments and Universities were requested to furnish material on the following points:-

(a) An account of the steps that ~~[illegible]~~ may already have taken to introduce the subject of Gandhian Philosophy and way of life in some form in the curricula of High School, College/University courses;

(b) The syllabii drawn up for the purpose for various classes;

(c) Any suggestions for framing an all-India programme in the matter; and

(d) Names of persons who have made a special study of the question from educational point of view and who can be approached to give advice in the matter.

3. A summary of the replies received from the State Governments and Universities in the matter is attached (Annexure).

ANNEXURE

Summary of the replies received from State Government and Universities on the question of inclusion of Gandhian Philosophy and ways of life in the curricula of High Schools and University stages.

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STATE GOVERNMENTS

ANDHRA The proposal will be placed before the Board of Secondary Education for Andhra State for its views and the report of the State Government will be sent in due course.

(a) No special steps have been taken to introduce the subject in a definite form in High Schools. The ideals are, however, nurtured in the process of educational system and several subjects, e.g., social studies etc. deal with the Gandhian Philosophy of life.

(b) No special syllabus has been drawn.

(c) Extra curricular activities like scouting N.C.C. First aid, Junior Red Cross play a significant role in inculcating the ideals of Gandhiji.

Education in Gandhian philosophy and way of life does not entirely lend itself to a class room treatment. Gandhian Philosophy of life is a way of life in which the human qualities, virtues and the mental attitude have to be nurtured, cultivated and developed by way of living. If there are good teachers, cheerful and enthusiastic and well disciplined elders, young men would follow their example and this would go a great way towards inculcating in them, truthfulness, honesty, ahimsa, moral courage, love of labour and of human beings. There is sufficient literature on the subject in English both for pupils and Teachers.

(d) There is no special person of outstanding merit who has made a study of the question from the educational point of view.

ASSAM No steps have so far been taken and no syllabii drawn up to introduce the subject.

(c) An All-India programme of rigid uniformity would not be practicable. Nor is it advisable to have it merely as a subject for academic study.

BOMBAY No systematic study of Gandhian Philosophy has been included in the syllabus at any stage. Steps are, however, being taken to reorient the school syllabus on basic lines by introducing activities such as "safai", community work, craft etc. The Government opines that the best

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way of providing facilities for teaching of this subject would be to introduce books specially written on it as supplementary readers at different stages. If the Centre prepares such books, the State Government would be glad to introduce them in appropriate standards.

Names of experts suggested:

1. Acharya S.R. Bhise,
Principal, S.P.Hakimji High School,
Bordi, Distt. Thana.

2. Acharya S.J. Bhagwat,
C/O Sulabha Rashtriya Granthamala,
Tilak Road, POONA.2.

3. Shri Maganbhai Desai,
C/O Gujarat Vidyapith,
Navrangpura, Ahmedabad.9.

4. Shri Jugatram Dave,
Swaraj Ashram, Vedchi,
District Surat.

5. Shri R.S. Hukerikar,
Chairman, Bombay Legislative Council,
BOMBAY

WEST BENGAL No systematic attempt has been made to introduce the subject in the curricula of schools, though text-books in Bengali literature include Mahatma Gandhi's Life and Teaching. The subject is also discussed in educational institutions on his Birth day. Good books on the subject are usually recommended for prize and libraries. It is felt, however, that incorporation of Gandhian philosophy and ways of life into schools curricula may not be the most effective way of their propagation.

(c) The observance of "Gandhi Weeks" beginning from 2nd October and 30th January, with such programme of activity as may focus the interest of teachers and students on Gandhian way of life.

(d) Names of experts suggested:

1. Sri Bejoy Kumar Bhattacharya,
Sikshaniketan,
P.O. Kalanavagram, Distt. Burdwan.

2. Sri Priya Ranjan Sen, M.L.A.,
1, Dover Lane, Calcutta.

3. Sri Nirmal Kumar Bose,
Department of Anthropology,
Calcutta University.

RAJASTHAN Courses are prescribed by the University of Rajputana and the answer is the same as that of Rajputana University.

SAURASHTRA Steps are being taken to introduce Gandhian philosophy and way of life in High School standards below Matric in the following ways:-

1. By arranging discourses on the life of Mahatma Gandhi and other leaders.
2. By introducing community spinning, community prayers and community labour.
3. By inculcating love for Khadi.

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(d) Names of experts suggested:

1. Shri A.Phanendrudu, M.A., B.Ed., Basic Educational Officer, Kakinada.
2. Shri D.Venkataswami Naidu, M.A. B.Ed., Basic Educational Officer, Anantapur.
3. Shri D.Suryarao, M.A.B.Ed.,
4. Shri A.Satyanarayana, M.A. B.Ed. Lecturer, Government Training College, Rajahmundry.
5. Shri A.M. Gopal, M.A. B.Ed., Lecturer, A.C. College, Guntur.

ANNAMALAI The subject is not prescribed for B.A. or post-graduate courses. Research work can, however, be done on different aspects of Gandhian Philosophy, if fellowships and studentships are made available to the University for this purpose. It is also suggested that an all-India Board consisting of the Heads of Departments of Philosophy at the several universities may be formed to plan and review the work from time to time.

BARODA (a) Social & Political philosophy of Mahatma Gandhi is being taught in M.A. Classes.

(b) Mahatma Gandhi's view on the doctrine of Karma, his interpretation of the Bhagwat Gita etc. are mentioned in the teaching of Ethics in the B.A. Classes.

(c) Gandhiji's Scheme of education should be taught in teachers training colleges of various universities.

(d) Names of Experts suggested:

Dr. M.S. Patil: He has obtained a Doctorate Degree on the Educational philosophy of Gandhiji.

BOMBAY No information with regard to (a)(b) & (c).

(d) Names of experts suggested:

1. Mr. M.S. Patil.
2. Mrs. Usha H. Mehta.
3. Mr. M.V. Shah.

GUJRAT (a) No such subject has been introduced.

(b) The question does not arise.

(c) No suggestion have been made.

(d) Names of experts suggested:
1. Shri Maganbhai P.Desai.
2. Shri Bharatau Kumarappa.
3. Shri J.C. Kumarappa.
4. Shri Kakasaheb Kalelkar.

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4. By making available the necessary literature in Libraries and Reading rooms.

5. By encouraging a study of the biographies of great men of all nations.

6. By introducing all that Basic Education means.

7. By making the entry of Harijan students in Schools a requisite condition for the continuance of the School or, if it is a School receiving Grant-in-aid, for the continuance of the grant.

8. By arranging Radio Programmes or Children's Programmes, by undertaking tours and excursions by sending batches of teachers to places like Sevagram, Bochasan and Vedchhi.

9. By encouraging study of Hindi.

10. By arranging Labour camps, social service camps, and so on.

(d) Names of experts suggested:

1.	Shri Nanabhai Bhatt	) have made a special study of the) subject from the educational
2.	Shri Manubhai Pancholi	) points of view.

TRAVANCORE-COCHIN (a) No steps have been taken to introduce the subject in High School or University courses, though in a simple way, Gandhiji's life and teachings have been included in the lessons in Readers prepared by the Government.

(b) No syllabus has been drawn .

(c) Syllabus may be drawn up by a Central Body of experts and communicated to States for introduction in the detailed readers in English and the mother tongue in various grades.

(d) There is no person in the State who has made a special study of the question from the educational point of view.

ANDAMAN & NICOBAR ISLANDS Government High School, Port Blair is affiliated to the West Bengal Board of Secondary Education and the decision rests with the latter.

BHOPAL State Educational institutions are affiliated to the Central Board of Secondary Education, Ajmer, which has not so far introduced the subject in the High Schools and Intermediate syllabii.

(c) In order to work out the scheme on all-India basis, it is suggested that the subject be included as a part of the language and text.

(d) Names of experts suggested:

1.. Shri I.I. Lal, Director of Education, Bhopal.
2. Shri U.N. Bhateley, Principal, Govt. Agricultural College, Sehore.
3. Shri J.R. Shrivastava, D.I.S. (East) . Bhopal.

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3. Dr. B.L. Atreya of Banaras Hindu University.

4. Shri Kusham Kumar, Convener,
Board of Studies in Philosophy, Agra University.

5. Prof. A.N. Kaul of Allahabad University may be invited for the conference to prepare the syllabus.

ALIGARH No steps have so far been taken to introduce the subject in any form. The question of introducing Gandhian Philosophy as one of the types of Philosophy in B.A. and M.A. classes will be considered shortly and efforts will be made to introduce the same as early as possible. Suggestions that would assist in framing such syllabus are invited from the Ministry.

(d) Name of experts suggested:

Dr. Zakir Husain.

ALLAHABAD The question of introducing the subject has not been taken up so far.

ANDHRA Very little has been done to introduce the subject in High Schools and Colleges. After the introduction of basic education in the State, steps have been taken by the State Government to acquaint the teachers in training Schools with Gandhian way of life. No syllabus can be presented except the syllabus in Principles of Basic Education for B.Ed. students.

(c) For High Schools - the following are some items which may be included under the syllabus of Social Studies.

(a) Gandhiji's Philosophy - Truth and non-violence - His views on means and ends - Decentralisation a moral principle for Gandhiji - Spirit of Service.

(b) Gandhiji as Educationist and Social Reformer.

(c) Constructive programme etc.

FOR ARTS COLLEGES- The subject may be included as an optional subject under part III.

At the Intermediate level the subject may be taken up in conbination with other subjects, such as, Indian History and Civics, or Indian History and Logic.

At the Degree stage, the subject may be introduced for Economics and History students.

FOR TRAINING COLLEGES- In the event of these changes being put into affect the subject should be made a compulsory subject in all Training Colleges in India.

VINDHYA PRADESH

High School and Intermediate classes are affiliated to the Central Board of Secondary Education and Degree classes to the Agra University. Hence the syllabus drawn by them are followed.

(c) In order to frame an all India programme, the Gandhian Philosophy and way of life should be made a compulsory paper to be passed in all examinations conducted by different bodies incorporated in India. Two types of courses are recommended:-

i) Basic, containing all aspects of Gandhian philosophy and way of life to be studied in all under-graduate and graduate classes; and

ii) Specialised, containing a special study of any one aspect.

The all-India programme should be framed in the light of discussions and deliberations at the proposed meeting of the Central Advisory Board of Education.

(d) Names of experts suggested:

1. Shri Banarsi Dass Chaturvedi, M.P.
2. Shri Chaturbhuj Pathak, Tikamgarh (V.P.)
3. Shri Mahendra Kumar Manav, (Chhatarpur) Rewa.
4. Shri Sivanand,
   Satna, Rewa.
5. Shri S.N. Jha, Lecturer,
   Agriculture Darbar College, Rewa.
6. Shri P.S. Mathur, Vice-Principal,
   Maharaja College, Chhatarpur.

UNIVERSITIES

AGRA Steps have been taken to introduce Gandhian philosophy in the Degree courses. The Ethical philosophy of Gandhiji has been a part of the syllabus in Ethics for about two decades.

For the purpose of drawing up syllabus for General Education it is suggested that Professors from different State universities should be invited for the purpose.

(d) Names of experts suggested:

1. Shri Krishna Kumar, Professor of Philosophy, D.A.V. College Kanpur, has devoted in a recent Hindi book on Ethics, a Chapter each to both Bhagwad Gita and Gandhism in relation to Western Ethical thought.
2. Dr. Dhawan of Lucknow University : Thesis on "Political Philosophy of Gandhi" prepared for his Ph. D.

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Appendix L

MEMORANDUM

CENTRAL ADVISORY BOARD OF EDUCATION IN INDIA

Item XIII of Agenda

Twenty-second Meeting - New Delhi
12th to 14th January, 1955.

SUBJECT: TO CONSIDER THE DESIRABILITY OF ESTABLISHING A SEPARATE ADVISORY COMMITTEE ON BASIC EDUCATION AS A STANDING COMMITTEE OF THE CENTRAL ADVISORY BOARD OF EDUCATION

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In 1938, the Central Advisory Board of Education had recommended that the National System of mass education in India should be organised on the lines of Basic Education. On their recommendation, the Basic pattern has since been accepted both by the Government of India and the State Governments. But although the main lines laid down by the Zakir Husain Committee were generally approved by the Board, the precise connotation of Basic Education was difficult to define and there have been some differences of opinion in regard to emphasis and details. As a result, the progress of Basic Education different States has been very unequal - both qualitatively and quantitatively.

It is, therefore, desirable to appoint a small standing committee on Basic Education which can study the problems in the field in detail and help the Ministry as well as the State Governments to devise ways and means by which the spread of Basic Education througho India on sound lines may be facilitated. The Central Advisory Board of Education is no doubt there to give advice to the Governments on all matters of educational policy and organization, but it cannot very well because of its size and the time at its disposal, examine in detail the various technical issues connected with particular aspects or stages of education. The appointment of the above Committee, in the circumstances, would be helpful to all the State Governments as well as to the Government of India.

The proposed committee may have members of the Central Advisory Board of Education as well as outsiders who are well experienced in Basic Education. They may be nominated by the Chairman or co-opted by the Committee. The Committee would meet as frequently as may be necessary and not merely once a year before the Central Advisory Board of Education meeting. It will consist of the following members:

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(a) Chairman

(b) Secretary

(c) 5 members of the Central Advisory Board of Education.

(d) 5 members from outside, with special knowledge and experience in the field of Basic Education.

The functions of the proposed Committee may be the following:-

(a) To advise the Ministry in the Planning of the policy for the development of Basic Education.

(b) To examine the work done in this field by the Centre and State Governments and to suggest ways and means for promoting further development.

(c) To examine the problems of Basic Education with special reference to the following points:-

(i) Development of correlated techniques of teaching.

(ii) The productive aspect.

(iii) Preparation of suitable materials and aids.

(iv) Integration of Basic with Secondary and University Education.

(v) Impact of Basic Education on the life of the community.

(vi) Any other issue connected with Basic Education.

So far as problems of Secondary Education are concerned, they will be dealt with by a similar committee on Secondary Education, consisting of 5 members of the Central Advisory Board of Education and 5 members from outside with special knowledge and experience in the field of Secondary Education. This committee will be specially concerned with problems pertaining to the reorganization of Secondary Education. The Chairman has already appointed an Implementation Committee for the proposals of the Secondary Education Commission. It has some members of the Board and some outside members and it is proposed that this Committee with such changes as the Chairman of the Board may like to make should serve as the Committee on Secondary Education.

The net result of this proposal will be that instead of having one Standing Committee dealing with Basic, Social & Secondary Education there will be two committees, one dealing with Basic & Social Education the other with Secondary Education.